

SCHOOL AND COLLEGE PLACEMENT

Journal of the Association of School and College Placement

EDITOR . . . PEGGY L. McGEE

PUBLICATION OFFICES . . . 530 Walnut Street, Philadelphia 5, Pa.
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NOTE:—Members of the Editorial Board advise and offer suggestions in general, but do not necessarily approve or commend the contributions published in this Journal.

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MARCH, 1945

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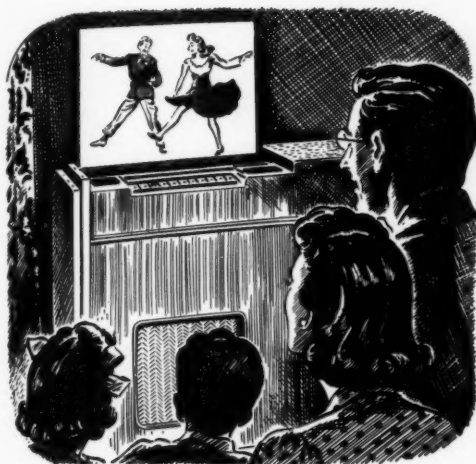
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General Electric answers your questions about

TELEVISION



Q. Where can television be seen now?

A. 9 television stations are operating today—in Chicago, Los Angeles, New York, Philadelphia, and Schenectady. 22 million people live in areas served by these stations. Applications are now in for 80 new television stations.



Q. What will sets cost after the war?

A. It is expected that set prices will begin around \$200, unless there are unforeseen changes in manufacturing costs. Higher priced models will also receive regular radio programs, plus FM and international short-wave programs.

Q. How big will television pictures be?

A. Even small television sets will probably have screens about 8 by 10 inches. (That's as big as the finest of pre-war sets.) In more expensive television sets, screens will be as large as 18 by 24 inches. Some sets may project pictures on the wall like home movies.

What kind of shows will we see?

A. All kinds. For example: (1) Studio stage shows—dancers, vaudeville, plays, opera, musicians. (2) Movies—any moving picture can be broadcast to you. (3) On-the-spot sports events, news happenings. G.E. has already produced 900 television shows on station WRGB, Schenectady.

Q. Will there be television networks?

A. Because television waves are practically limited by the horizon, networks will be accomplished by relay stations connecting large cities. General Electric set up the first network five years ago.

Q. What is G. E.'s part in television?

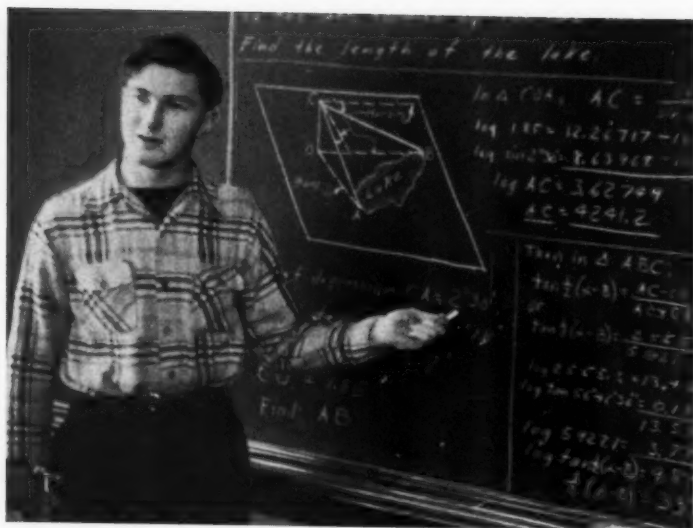
In 1928, a General Electric engineer, Dr. E. F. W. Alexanderson, gave the first public demonstration. G.E. will again build both television transmitters and home receivers after Victory. G-E station WRGB, since 1939, has been a laboratory for engineering and programming.

Developments by G-E scientists and engineers will bring you new products and services in peacetime. *General Electric Company, Schenectady, N. Y.*

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MATHEMATICS CLASS AT WORK



SCENE FROM A COLLEGE PLAY.



STUDENT USING OFFICE MACHINE



SOPHOMORE CHEMISTRY

THE ROLE OF THE JUNIOR COLLEGE

R. D. CHADWICK, Dean, Duluth Junior College

The author of "The Role of the Junior College" as Dean of Duluth Junior College in Duluth, Minnesota, since 1927, has seen at first hand the growth of the Junior College and the part it plays in the community. He received his Ph.B. from Franklin College 1909, A.M. Columbia University, 1924, LL.D., Franklin College, 1939. He is a member of the Board of Review, Commission on Colleges and Universities, North Central Association and President of the Minnesota Junior College Deans' Association. He has contributed to the Junior College Journal and other educational magazines.



IN the first two or three decades of the junior-college development the "isthmian function" was in the saddle. The early leaders of the movement extolled the merits of, and expressed an expansive pride in, offering the first two years of college work just as it was offered in the four-year colleges and the university. The problem of offering courses that would have "transfer value" when the student entered a higher institution was omnipresent. This meant that courses must duplicate the freshman and sophomore courses of the liberal arts college. It was firmly believed, too, when these practical considerations could be somewhat subordinated, that a liberal education was the education for and of free men. Even though there was a yeast beginning to work in the liberal-education dough, it was pretty well established and entrenched in the traditions that what a liberal education was has been decided by revered men of the past who had established direct communication with some educational Olympus. The objectives were sonorous but fuzzy, and American youth began to ask questions beginning with why and how, such as, how does this study or series of studies hook-up with my occupational needs and with my desire to be equipped for living in the twentieth century? Yes, some American youth even desired to know how a particular pattern of college

courses would aid them to be intelligent citizens.

In the junior colleges it was discovered that the life of a free man had as its basis the ability to "make a living," as well as to live in rhythm with the past, and that the distribution of the good things of life usually depended on the production of the good things of life, unless, of course, one had an endowment fund in the form of a trust provision established by an ancestor—of either recent or ancient vintage—who was both doting and doubting when he "arranged his affairs." Few Americans have selected their ancestors with the care necessary to provide all the amenities without labor. Beside this, it probably isn't biblical to eat without sweat. It is not logical either, to expect a trust to continue in perpetuity unless somebody does some work—work that makes a profit. The inevitable result has been that the economic man has been recognized and that he is as much entitled to a saddle as the man of culture. Wherever the isthmian function is still in the saddle we usually find that there is more than one horse in the stable, and the economic function has its saddle, too. Both are free men, the free man should not ride in one saddle exclusively.

What is a Liberal Education?

However we define a liberal education: the

pabulum of a free man, the indefinite something that is very precious, great books, great music, masterpieces of medieval painters, the sculptures of the Greeks, the rise and fall of the Roman empire, or pure science—the economic man has his hoe to wield today as always. Our civilization has made luxuries and sanitation available to the rank and file of men that were unheard of in the days of Alfred the Great, Charlemagne, Charles the Fat, Louis the Great, George III, Paul Revere, or Washington. It has also made possible the six- and eight-hour working day, over-time, and summer vacations, in other words—leisure. Leisure time in which common men—the rank and file—have those two prime requisites, time and money, that enables them to hunt, fish, play golf, go to movies, read, write, paint, sculpture, in other words to be, or not to be, men of varying degrees of culture. This civilization, too, as exemplified in the United States, and the lands of our allies, has produced unexcelled fighting men. This civilization is not doing so badly. That is, so far it is not doing so badly, but what are we going to do when

The tumult and the shouting dies;

The Captains and the Kings depart;
in other words, when this world-wide melee is over?

When our fighting men return, it seems inevitable that they will expect and seek two things—things that are inseparable with a civilization worth fighting for—jobs and opportunities for an education, and these must be real jobs and worthwhile educational programs.

The Local Public Junior College

Some of these returned fighting men may have developed a wanderlust, and find living in the home town a tedious matter. They may desire to make “going away to college” synonymous with “going to college,” as did many

youth in the prewar years. However that may be, this writer believes that a large number of them are going to desire to go to college right in the old home town—and that is where the public junior college is. He is going to welcome the opportunity of reading and studying, working in a shop or drafting room, messing around (more or less) in a well-equipped science laboratory, where he has an opportunity to play on the team, work on the editorial staff of a college paper, play a part in a college play—or just be quiet, and let the oncoming youth do the extras. Of course he may want to do this on a campus that reminds him of Paris, near a stadium that reminds him of Rome, or he may—some of them will—prefer to eat at home and sleep at home, and just soak in things that are homely.

The local public junior college has done a lot during the past decade to put the quietus on that traditional myth that “going to college” is synonymous with “going away to college.” I expect that if you counted up all the students in the country that attend colleges and universities that you would find that more of them live at home than those who live on the campuses in fraternity houses and dormitories. The facts are: we have been building colleges, junior colleges, and universities, where people live—in centers of population—during the past fifty years. Even some of the ancient ones, once in the country or in a small hamlet, now find themselves in an urban center—what of Columbia, Harvard, Yale, Princeton, and others which space will not permit us to include. The public junior college does provide “education at your door” or at home, and it does provide “the opportunity of living at home” while attending college. If the home living conditions and climate of opinion are as salubrious as a dormitory, a boarding-rooming house, or a fraternity house, why should young men be averse to it? Of course, professional education, “upper division” study, and graduate work is a different matter.

When it comes to that, the student needs to go to the center with the best pack of specialists and the best equipment that can be found in the United States, or elsewhere.

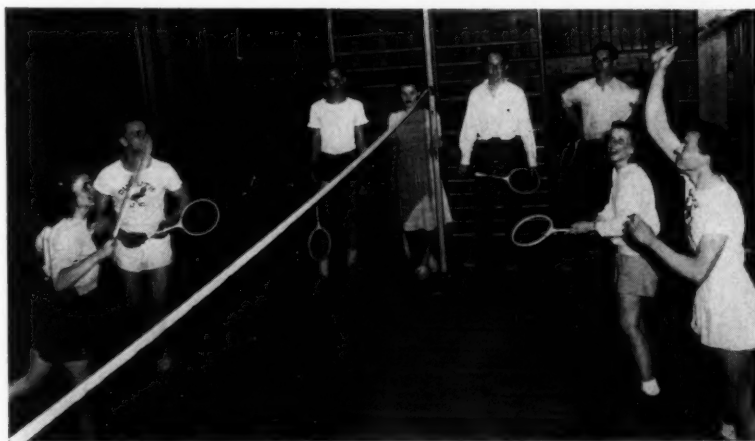
Advantages of Terminal Education

But for terminal education which prepares for the semiprofessions, and the general education that should accompany it, or that general education that is pursued for its own inherent worth, something akin to, if not part and parcel of good, old-fashioned liberal education—the diet of free men; there is no better place than the junior college. There are smaller classes, teachers—usually with fewer degrees—but possessing an abiding interest in teaching young people. There are different kinds of specialists, and varieties of research—in the junior college you may find some excellent specialists in teaching, those who do research work in understanding youth, in counseling, and guidance. Where you find a junior college with that kind of a faculty, you will find a real educational institution—there are many of them, and there will be a

rapidly increasing number of them, as some mature, and others continue to be established.

If the student desires a curriculum that serves as an isthmus to higher “liberal” or professional education, that is, if he desires two years of pre-university education, the junior college has won its spurs in this field too, and against all comers. The junior college that has a well-chosen faculty, a good library, and laboratories well-equipped for the natural sciences, and especially if it is accredited by one of the regional associations, you will find an institution that does excellent work in the traditional fields, as well as those not so traditional.

This yeast of modernization, or whatever it may be called, has gotten into the veins of many colleges and universities—degree-granting institutions. They are more willing than they used to be, to accept students from junior colleges—as juniors if they have had two years, and as sophomores if they have had one year—providing the transcript of credits shows good work, i.e., good marks, rather than to be too Pecksniffian with regard to pattern of courses—such as one mid-western uni-



CO-ED BADMINTON GAME IN THE GYMNASIUM

versity that would give our students credit for Introductory Sociology, if taken in the first semester of the sophomore year, but would not give credit if it had been taken in the third quarter of our first year. (We run on the quarter plan.) I think this sort of thing is definitely on the wane, because it just isn't sensible. The universities are looking for students who can do good work when they arrive on the campus, and they are not paying so much attention as to the route they took to arrive.

The Junior College Liberalizes

Like the university, the junior college is liberalizing its admission procedures. The junior college is interested in having students come to its doors prepared and equipped to do a satisfactory job, but it is not going to be such a Pharisee as it used to be. Now the Good Samaritan idea is gaining headway. It has been interesting to see some of these lads who got zeros in college or prep school as they keep right on getting zeros in the South Pacific, and now in the Formosa and Philippines zones of action. I have heard some such story as that. The fact is that it is not the sequence of pattern of courses that counts so much as the ability to do college work when the student gets into the junior college. I have come to the conclusion that as some



PRE-NURSING STUDENT PURSUES HOSPITAL TRAINING

men need tailor-made suits, so some students need a curriculum all their own, and not a ready-made one. This idea is going to be carried out very frequently with the returned soldier, and if it is not done, I fear greatly for the comfort and peace of mind of those teachers and administrators who will not venture along such a route—it will be like the pioneer, corduroy road, and the college administrator and faculty members will think they are in a springless wagon en route.

Growth of Junior Colleges

Junior colleges are native to the soil—they are indigenous American educational centers. They are of comparatively recent origin. They are affecting American youth something like the selective service system, because their development and extension into all but four states has taken place in "our time," in fact, since 1900. Of existing publicly controlled junior colleges the oldest was established in 1901. The name itself was coined and used by President William Rainey Harper (of Yale nurture) in his organization of the undergraduate college of the University of Chicago. Some of the privately controlled junior colleges now give nineteenth century dates for their establishment, but they have evolved from secondary schools and colleges, and they did not identify themselves as junior colleges until the twentieth century. The growth of junior colleges has been phenomenal. In 1942 there were 627 in the country (and Canal Zone), of these 279 were public junior colleges, and 348 were privately controlled. In 1944, the number of students was 325,151, and of these 259,542 were in the public junior colleges, and 65,609 in those privately controlled. It is interesting to note that the *average enrollment* of junior colleges, on a nationwide basis, for the three years 1942, 1943, and 1944, was as follows:



Deferred Careers

Today, and until Victory comes, our armed forces have first call on the youth of the land. After Victory, there will be another big job to do . . . to rebuild and make workable the post-war world.

In your long-range planning of careers, many of which may have to be temporarily deferred, don't overlook the advantages of life insurance as a career. Today, as always, there are a number of openings in this typically American business for men and women who not only wish to succeed, but who wish to make something worthwhile out of their lives.

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NEW YORK CITY

A MUTUAL COMPANY • ESTABLISHED 1860

GUARDIAN OF AMERICAN FAMILIES FOR 84 YEARS

| Year | Total | Public | Private |
|------|-------|--------|---------|
| 1942 | 429 | 707 | 203 |
| 1943 | 514 | 872 | 223 |
| 1944 | 555 | 998 | 201 |

"More than three-fourths of those with less than 100 students are privately controlled. It is significant that there are 177 institutions which have enrollments greater than 300, and 63 exceed 1,000; and 36 exceed 2,000." It is repeating a truth to say with Dr. Walter Crosby Eells that the junior college is "a product almost entirely of the twentieth century. Its greatest growth has occurred during the past decade."

Parallel to these evidences of growth and nation-wide expansion, and complementary thereto, is the widely spread development of the descriptive and quantitative studies and literature relating to the "junior-college move-

ment." This is best verified by reading the publications of the American Association of Junior Colleges. For bibliography, as well as for the wide-ranging nature of the articles, the *Junior College Journal* is an essential source of information. In addition to the Journal are the monographs, war-time letters, and other publications, which report the many investigations and experimental work in Terminal Education, General Education, Guidance, and in kindred fields: everyone of them anathema to the *status quo*.

This writer firmly believes: "The Junior College, conceived as the people's college, is the logical educational center for developing the varied types of training which will be needed by a great group of young adults returning to the ways of peacetime living." This is the Role of the Junior College.

"OCCUPATIONAL BRIEFS"

The publications of Science Research Associates are well-known to all interested in vocation and education. The following briefs are examples of some of the work done by this organization in order to aid counselors of all types. These are No. 73 and No. 76 in the series of Occupational Briefs and are reprinted by permission of the publisher, Science Research Associates, Chicago. Briefs on other phases of post-war occupations may be obtained from the publisher.

EXECUTIVES

"SOME day I'm going to be the boss," thinks the typical young American as he begins his business career. He knows that there are workers and there are managers who supervise them. While he realizes the chances are a thousand to one he'll start as a worker, he also feels sure that he has an opportunity, through hard work and ability, to advance to a managerial position. In a democracy, the system of free private enterprise makes it possible for almost any individual possessing initiative, energy, imagination, and an understanding of human nature to start anywhere, and, with plenty of hard work, become an executive.

Careers in management are a recent development. Fifty years ago, when businesses were small, the owner managed the concern as well as often contributing directly to producing his goods. As enterprises grew larger and more complex, owners found that a division of duties was necessary. This division required management, and soon the owner found that not only must he devote himself entirely to supervisory work, but also that he must hire other people to manage different aspects of the business. Soon there were foremen directing the activities of the laborers, production chiefs supervising the work of the foremen, and specialists in charge of accounting, research, purchasing, sales, and other departments, and a directing head who had to be a very gifted and able man in order to coordinate the many diverse ramifications of the business.

Managerial positions exist in many different

levels. Any job that carries with it the responsibility of supervising the work of others and provides the possibility of working up to a bigger job should be included in this classification. Thus we have foremen and "straw bosses" as the lowest jobs of that type, and supervisors, department managers, executives, and company officials on up the ladder.

Executives are to be found in all kinds of businesses. Because the work of management is found in every field and on every level, there is no definite path leading to a job of this nature. In the past, hard work plus opportunity usually resulted in success. Now, however, business has become so complex, that a third factor is necessary. The youth who plans on a career in management must work his way up in a branch of business for which he has special aptitudes, training, or abilities.

A good engineer, for instance, has an excellent opportunity of becoming the head of an engineering department of a large manufacturing concern, provided he also possesses the necessary administrative qualities. An ambitious bookkeeper, with special training in accounting plus the ability to supervise others, has a reasonably good chance of attaining a managerial position in the accounting department of the same firm. It would be very unlikely, however, and probably impossible for the engineer, no matter how capable he is, to secure the job of managing the accounting department, and the bookkeeper could never hope to become the head of the engineering group.

The Function of Management

Management's duty is to run business so that everyone profits. Efficient management results in higher pay for labor, greater profits for owners, and lower prices for consumers. To achieve these results, executives must know how to make each individual in the company work at his best, how to eliminate waste, and how to arrange work so as to accomplish the most with as little effort as possible. Specifically, management is the direction of workers in the efficient use of materials and equipment.

That sounds like quite a large order, doesn't it? Exactly, then, what does an executive do to bring about this efficient management? First of all, the executive fixes the responsibility of the employees for each job on each level. He assigns definite duties and holds employees responsible for them. He delegates authority to certain positions, and then does not interfere unless it is absolutely necessary. He organizes the work to be done, deputizes people to do it, and then supervises them to see that the proper results are achieved.

Specific duties of a manager differ with each job. An engineering or research department head must decide which ideas are best, what can be done, and how, and then present these ideas to the general manager. The chief of a purchasing department must know what is in stock and what is needed, and where to buy to get the best price. He must see to it that there is always enough on hand, and yet not too much.

The sales manager plans sales campaigns, instructs salesmen how to proceed, and determines the best methods of selling his company's product. The chief accountant studies the figures and statements which his subordinates have prepared and ascertains just how much each step of production costs, how much the firm is actually making, and where there

are opportunities to cut expenses or increase profits.

The supervisor of the production department must keep things always in running order, with work progressing at the maximum speed and efficiency. The manager of shipping directs the activities of workers engaged in getting the finished goods to the markets by the most direct or quickest route.

In charge of all these diversified efforts is the directing head or chief executive. He must coordinate all departments and supervise their work. In a small business, the owner may be the directing head, and each department may contain only a score or so of workers. In a large corporation, the department managers usually supervise the labor of thousands of workers, and the man in charge of running the entire business has a job of enormous scope and responsibilities.

Management has become so complex, and so filled with intricate problems, that a new branch of it is beginning to appear, that of management counseling. The counselors are specialists in business management who give advice on personnel, production, financial, marketing, and equipment problems. They are not executives in that they don't actually manage a business, but are consultants. The field is a small but growing one, which requires of its workers much training, plus some actual executive experience.

Requirements

What qualities make a good executive "good"? First of all comes management ability, the ability to plan, co-ordinate, correlate, and carry through to completion, any given operation.

Certain personality and character traits are important to the executive. He should be emotionally mature, so that he is able to judge other people's efficiency intelligently and without personal prejudice. He must be able to think fundamentally, for a high degree of in-

telligence is one of the essentials for managerial jobs. Shrewdness and good judgment mean much in this work. The ability to see all angles of a big situation, and the capacity to analyze and weigh all factors are also important. Physical energy that is controlled and directed will speed him on his way to success.

An executive must be able to express his ideas clearly, coherently, and with confidence, both in speech and in writing. The capacity for working well with others is also of vital importance. He should be able to judge the aptitudes and gifts of others, so that he will see that they are given the right kind of work to do. A neat appearance, alertness, and self-confidence are all necessary for the executive. Most of all, the manager must be willing to work hard, and must be motivated by an intense desire to get ahead.

There are no definite educational requirements, although a college education in commercial or business subjects increases a young person's chances of success considerably. If the executive is to come up through engineering or law, then he must have that special training. Otherwise, a higher education should be secured at one of the colleges or universities that offers a rather complete series of courses in business administration. While in school the student should study accounting, advertising, banking, business cycles, business ethics, business law, economics, finance, foreign trade, industrial organization and management, insurance, investments, labor, marketing, statistics, selling, and transportation problems. A knowledge of these subjects will give him a broad general background upon which to build his understanding of one particular business.

Promotion comes usually only after long and thorough experience. Experience is essential, though a college education can generally shorten the length of time it takes to ac-

quire it. Although ability is the foremost requirement for success, the average person's chances of attaining that success are greatly increased by college training.

Salaries

Industry rewards the man who has the qualities of leadership. Foremen and supervisors seldom make less than \$1,800 a year, and often get up to \$3,000. Especially valuable foremen are worth as much as \$6,000 a year to their companies.

Heads of special departments draw salaries of from \$4,000 to \$12,000 a year, and officers of corporations often earn between \$8,000 and \$20,000. Presidents of corporations usually make from \$14,000 to \$30,000 a year. Salaries for administrative jobs range from \$15,000 to more than \$300,000, depending upon the size of the corporation and the worth of the individual to the firm. One thing is sure, and that is that the remuneration for this type of work is very high, for those who qualify.

Starting salaries for individuals who begin as junior executives are not particularly impressive. \$1,200 to \$1,500 is considered about average, and \$1,700 to \$2,000 unusual. The beginner's salary depends quite a bit upon what job he has. If he must start at the bottom as an office boy or factory hand, he will earn very little. If, on the other hand, he is a trained chemist and can start in the research laboratory or has had an education in business administration, and begins as a "junior executive," he may receive much more.

The man who owns and manages his own business faces an uncertain income, which sometime may be as low as \$2,000, and often is under \$5,000.

The best salaries are to be obtained from large corporations, who are willing to pay big salaries to get the men of high caliber they need to manage their vast enterprises. Be-

cause of the increasingly high government income taxes, many concerns are paying their executives, in addition to straight salaries, income in the way of profit sharing, stock bonuses, pensions, the purchase of life insurance and annuities, and tax re-imbursements.

Opportunities in Management

Getting started on the right foot is principally the result of studying oneself to discover the type of work for which one is best suited. Being an executive in an engineering firm requires different abilities and personality than being a sales manager or head of a law office. An individual in the wrong field will lack interest, and lacking it, will also fail to have the energy and drive necessary to get ahead. Being in the right field will greatly increase a person's chances to do so.

Anyone can start anywhere; he can be an inventor, an apprentice, a salesman, or an office clerk. After he has proved to his superior that he has initiative and not only can manage his work easily, but also is able to handle a bigger job, he is ready to start moving ahead.

Advancement depends on proving one's ability in lesser jobs and being moved up if able to take on additional responsibility. It is a process of just climbing higher, of being successful in the job one has, and fitting oneself for a better one by study, concentration on business, and developing one's personality and general business knowledge.

In industry, the usual line is from worker to foreman, at which job a man is directing the efforts of laborers, and working with them closely. A foreman can become a superintendent, and, as such, can aspire to becoming a department manager. The next step up is directing head, the all-around executive who understands all aspects of management and of the business. A few individuals may attain the rank of company official. In offices, advancement is apt to go from office boy or typ-

ist to clerk to assistant office manager to office manager. Retail and department stores usually promote stock boys to sales clerk, and then to buyers. A buyer can become a department head, and finally the manager of the entire store. There are as many different ways of getting to the top in business as there are different kinds of business. There isn't any set formula but hard work and managerial ability are the two most important requirements.

Executive work has the advantages of prestige, the satisfaction of agreeable contacts, the pleasure of watching a business developing, and the opportunity to earn a good salary. Many people dislike the responsibilities and the worries which accompany such work, and the necessity of almost always being right when one makes a decision involving many people or thousands of dollars.

A Fortune Magazine survey estimated that there were 30,000 major executives, but this number included only those people who were in important managerial positions in large firms. This figure doesn't adequately enumerate the group discussed in this BRIEF. An estimate in 1941 stated that there were probably, taking in all of the foremen, supervisors, executives, and managers, more than 650,000 management workers in the United States.

The Future of Management

Opportunity in this field hinges on the post-war economic conditions. If they are good, then chances for rapid advancement are good. If they are bad, then jobs will be hard to get, and promotions will not be easy to obtain. Prediction is difficult, but remember that there is always room at the top for good executives, for men who get new ideas or can run business more efficiently, so that the firm prospers in spite of economic depression. If business is bad after the war, the number of positions will decrease, but business will be in need,

more than ever, of competent and imaginative management.

On the good side, is the fact that certain new fields are opening up where executives will be needed. Labor relations, industrial relations, public relations, personnel work,

and market research are foremost among them. On the other hand, there will be much competition for jobs from many released government officials who have had administrative positions, and from Army and Navy officers who feel that they are qualified, by experience, to handle men and manage materials.

PURCHASING AGENTS AND BUYERS

DO you like to go shopping? do you enjoy buying things, and get a thrill out of purchasing? Lots of people do. They receive great pleasure from buying things for themselves and for others. The career of purchasing agent or merchandise buyer is ideal as a lifetime career for such persons.

The business buyer must be much more expert than the individual shopper who buys only for home or personal use, for he is purchasing large quantities of goods and spending someone else's money for them.

Years back, purchasing for business concerns used to be done by department heads or officers. It is still customary in some companies. Experience taught industry that it pays to concentrate all purchasing in one central department and to make that department responsible for procuring all materials, equipment, and supplies to assure standard quality at reasonable prices. One man or department can keep in touch with markets, new products, substitutes, prices, and trends, and can do a better, more economical job of it.

As stores became larger, they came to realize that purchasing could best be done by individuals who knew the product they were buying, and who could concentrate on prices, newest styles, and consumer interest in one type of merchandise. The buyer thereupon became an important person in the world of retail trade.

The census for 1940 lists 31,500 purchasing agents and buyers. Of this number, about 90 per cent were men. Women find little op-

portunity in purchasing for industrial concerns or big business. However, they do find many chances for interesting and lucrative positions in merchandise buying for department stores and specialty shops, particularly in the fields of women's clothing, household articles, cosmetics, and millinery.

Their Job is to Buy

Both buyers and purchasing agents have one fundamental duty—to determine the needs of the firm, and to select and bargain for products that fill the need. The duties of the purchasing agent and merchandise buyer are very similar when looked at from a broad point of view. Yet, when they are subjected to closer inspection, some rather big differences are immediately obvious. Let's take up the job of the purchasing agent first.

The *purchasing agent* works for large businesses or industrial concerns. He buys tools, machinery, and all of the raw materials which must be used in or for the manufacture of his company's products. Whatever items the business needs, he buys at the lowest possible prices, with due consideration to quality and availability. In a small company, the purchasing agent may do all of the work, or perhaps have a few clerical assistants. If he is in charge of purchasing in a large business, he may head a big group of workers, some of whom are clerical assistants, and some specialists in buying one particular line of goods.

Being a purchasing agent is a career

occupation. Most men work their way up to a position of responsibility and importance in a firm over a rather long period of time. Purchases are usually determined by requests of heads of various departments. Occasionally, however, goods that will be needed but that may be hard to get or more expensive at a later date, are bought without being requisitioned by some department.

The purchasing department keeps records of sources of all materials and the prices paid for them. It also maintains a file of the catalogues and price lists of different supply houses. The purchasing agent must know commercial law and understand the terms of a contract.

He gets bids or estimates from reliable suppliers—then orders what his firm needs, keeping in mind price, quality, and speed of delivery. After the order has been given, the purchasing agent is responsible for seeing that the goods are delivered and that careful records are kept to assure accurate and prompt follow-up of merchandise which fails to arrive. He must see that invoices are checked against purchase orders, and that everything is correct before the invoice is signed and sent to the accounting department to be paid.

Often the purchasing department has charge of storekeeping, and thus is responsible for the safe keeping of all stock. It may mean the careful storage of combustible materials in fireproof vaults or metal bins, or it might involve the simple storing of office supplies in a cabinet. The *store clerk*, who sometimes has a number of assistants, takes care of the stock, placing it so that it can be located and handled easily. The person in charge of stores must fill the requests for materials from the stock supplies, and must handle records of the requisitions so that he can tell how much is on hand at any given time, and will know when new supplies should be ordered.

The purchasing agent supervises the work of the receiving department or of the *receiving clerk*. That individual has charge of receiving all goods after making sure that they have been ordered. He unpacks them and sends them to the storeroom or to the department which ordered the merchandise.

A purchasing department has a few *clerical assistants*, or many, depending on the size of the company, the amount of buying that must be done. These assistants write purchase orders to the specifications desired by the purchasing agent, maintain the files, or assist in the receiving or stock departments. Stenographers and typists assist with the correspondence, and calculating machine operators figure accounts and check invoices.

And Now—the Merchandise Buyer

Doing very similar sort of work, but in a different sort of business and for a different use, is the merchandise buyer. That individual purchases merchandise for stores. He buys consumers' goods that will be resold. It is his duty to see that he selects goods which will appeal to the buying public. Consequently he doesn't buy things to meet certain specifications, so much as he purchases articles that he thinks will satisfy the tastes of the various types of customers.

The buyer in a big store has charge of only one department, which might handle hats, dresses, shoes, furniture, glassware, radios, notions, stationery, suits, or linens. In a small store, he usually is responsible for several departments or lines.

There are two fundamental duties of a buyer. The first is that of deciding what and how much to buy and making the necessary purchases. The other is managing the department by planning sale events, keeping track of stocks, arranging displays, instructing and managing the activities of the sales force, and deciding when to mark down prices in order to move goods. He determines the

prices at which things must sell, considering competitors' prices, the cost, and the price of similar merchandise.

The buyer purchases merchandise within the limitations of budget of his department. Good buying is scientific, not guesswork. The buyer must buy enough goods so that his sales clerks won't have to turn customers away, yet he must not buy so much that he has to mark down and sell at a loss. Scientific planning is based on inventories, recent sales, general business conditions, market in the particular community, proper relation of stock to sales, and seasonal fluctuations.

In a department store, each buyer prepares his own plan or budget. Some base their plans on a thorough knowledge of the markets and of the buying public, and occasionally on intuition. Others approach the problem scientifically and reduce it to figures. In any case, each one tries to keep purchases in line with probable sales. The buyers and the divisional merchandise managers then meet to discuss the buyers' plans. The final decision comes during a conference of divisional merchandise managers and their chief, the general merchandise manager. Theirs is the job of coordinating the entire purchasing plan of the store. Proper merchandise control is the most important single contribution to profitable retailing.

What Does it Take to Succeed?

Because buyers often take trips to the large distributing cities, they must be able to meet people well and to make friends easily. Many a good buy has resulted from valuable information given by a friend. The bargaining instinct is a "must" for buyers, and the successful individual is almost always one who possesses a zest for the conflict of wits and who is shrewd enough to obtain the lowest prices possible and the best terms of the sale. A good appearance and good health are im-

portant to a buyer, as are honesty, reliability, and executive ability.

Buyers must know the consumer public, their likes and dislikes, and how much they are willing to pay for the things they desire. The ability to work well with others is important, for the buyer must instruct and supervise salespeople. A flair for display and effective advertising are essential to the buyer in his function as head merchandiser of his department.

A knowledge of the use of figures is necessary for the proper accounting of purchases and sales of the department and for the buyer to be able to plan his buying needs.

Educational requirements have not been standardized. Almost all stores prefer high school graduates, and a few desire college graduates. In most stores, it is ability which counts most, rather than education.

The purchasing agent must have many of the same qualities as the buyer, including executive ability, honesty, reliability, and the ability to work with all types of people. In addition, he should be a good planner and organizer, and possess a thorough knowledge of the fundamentals of business theory and practice and business law. A broad background of business or selling experience is very important. The experience can be in production, accounting, engineering, factory work, or stock room. The purchasing agent must be well informed on market trends and up-to-date purchasing methods, and should know the qualities of the merchandise he purchases.

A good education in college, including courses in business, economics, and merchandising, is very useful. Some 70 colleges, in 1942, offered courses in purchasing as part of their schools of commerce curricula. While higher education isn't absolutely necessary, an able person's chances for success are greatly enhanced by schooling over and above the

high school level. College graduates with training in business methods and purchasing are more easily trained for the job because they begin with a fair knowledge of the required facts and functions. As a result, employers tend to favor them for this work.

Getting Started

Although education is important, experience is still the best teacher. The most likely place to start is in the stockroom or storeroom of an industrial plant. There the newcomer can become familiar with stock, cost, sources of supply, handling and storing materials. From there he is promoted to be a *follow-up, invoice, or price clerk*. Next he can become a *buyer* in a large plant, or perhaps as an assistant *purchasing agent* in a small one. The buyer for a large concern is on

about the same level as the *purchasing agent* of a big company.

The position of merchandise buyers is not a beginning job either. *Stock boys* can get to be *head of the stock department* and then *assistant buyer*, while *sales clerks*, who know merchandise, values, and what people want to buy can also qualify after several years of experience at their jobs. *Comparison shoppers and floor managers* can also advance to the job of *assistant buyer*, whose duties are to help the buyer in any way he desires, and assist in managing the department and doing some of the buying. The next promotion is to *buyer*. Jobs above this are difficult to get, and almost always are given to men. *Divisional merchandise managers* gather and interpret statistics of past sales, supervise the work of a group of buyers, and plan with the general merchandise manager the necessary buy-

A 50-Caliber Story

Last summer the Salvage Division of the War Production Board asked the Curtis Publishing Company if they would carry into the schools of America, a story on salvage. The answer was yes—provided the Army and the Navy would cooperate. They not only would, but they did—magnificently.

As a result, nearly a million students, during the academic year of 1944-45—will learn what actually happens to paper, tin and fat salvaged from the home.

These students will be told a number of

dramatic stories, and they will see a number of military exhibits, furnished by Army and Navy officials. They will be told, among other things, that this is a 50-caliber war. It is being fought—and won—with 50-caliber ammunition. And nearly all 50-caliber ammunition is first packed in paper boxes made of scrap material.

Curtis Vocational Plan is now in its 25th year and, like its story to the students, it is a 50-caliber plan. For further information write

Director, Curtis Vocational Plan
Curtis Publishing Company
Independence Square, Philadelphia 5, Pa.

ing activities of the store. The top job is that of *general merchandise manager* in charge of the final revision and supervision of the entire merchandise plan. Such positions are few and hard to get, but pay very well and are worth working toward.

Salaries

Some buyers receive straight salaries but the most common practice is for stores to pay a base salary plus a bonus for sales above a given quota, or a commission on all sales. Salaries vary from \$1,800 to 12,000 a year. Assistant buyers earn from \$25 to \$40 a week in small stores and up to as much as \$70 a week in large ones. Inexperienced buyers in 1940 were earning from \$35 to \$50 a week on the average, the majority were making from \$80 to \$100 a week, and a few skilled individuals were receiving \$150 and sometimes \$200 as a weekly wage.

The incomes of purchasing agents vary with the size of the firm and the economies they are able to effect. The range is rather the same as for buyers, except that in large concerns, pay is apt to be higher. A stock-room boy may begin at as low as \$15 to \$20 a week, and, when he has been promoted to the position of follow-up or invoice clerk, make from \$100 to \$150 a month. Buyers in large industrial purchasing departments and purchasing agents in small firms receive from \$150 to 250 a month. For the top jobs in big companies, salaries as high as \$25,000 and \$35,000 a year are possible in peace times, and have gone even higher during war period.

Foremost among the advantages to this type of work are the salaries and the fact that the work is interesting. Opportunities for advancement are good for those who have the right qualifications and abilities. Employ-

ment is steady and the jobs offer no health hazards other than the nervous strain of responsibility and working sometimes under pressure. Merchandise buying is a good field for women because in it, they can do as well as men, both in getting desirable jobs and in securing reasonably high salaries.

On the other hand, buyers often work irregular and very long hours while on buying trips and are constantly under pressure. Purchasing agents have a job which requires much hard work and special talents for success.

When the War is Over

This war is certain to increase the importance of the purchasing agent. The last war lifted their status from that of clerical workers to that of professional buyers. This war has proved even further the vital importance of intelligent, scientific, expert purchasing in effecting economies in the running of business.

The future for buyers in department stores should be about the same as it was before the war. While there probably won't be an unusual growth in their numbers, they will remain an important cog in the machinery of retail trade and will always be needed. Unless the set-up of department stores and retail shops undergoes a tremendous change, jobs will always be available for people to replace those who leave the field because of death, a new job, or in the case of women, marriage.

Job opportunities in both of these fields will depend to a certain extent on economic conditions after the war. A depression and curtailed business activity would lessen chances for employment, while, on the other hand, prosperity would make these occupations ones of real opportunity.

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U. S. Navy Photo

BATTLE REPORT TO ALL HANDS

EVERY seaman and officer aboard our Navy's fighting ships instantly hears the call to action, follows the battle's progress over a special type of announcing system made by Western Electric.

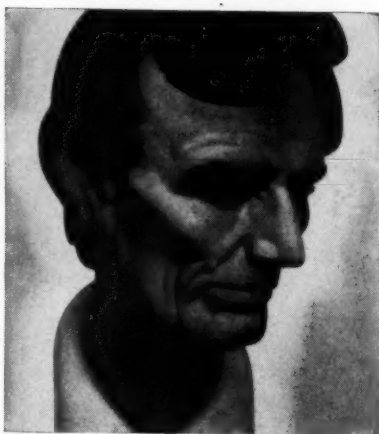
On carriers the entire crew, topside and belowdeck to oilers and ammunition passers, can hear first-hand accounts direct from the pilots themselves on how it went "upstairs."

Meeting the communication needs of our armed forces requires all available manpower and manufacturing facilities. That's why telephone equipment cannot now be built for civilian use. After the war, Bell Laboratories' scientists and workers at Western Electric will turn again to their peacetime jobs of designing and making telephone equipment for the Bell System.

BELL TELEPHONE SYSTEM

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DISCOVERED—A CERTAINTY IN AN UNCERTAIN WORLD

WOULD YOU BE A TEACHER-HOMEMAKER?

LETITIA WALSH, *Home Economics Education, University of Illinois*

The need for teachers of every type has steadily increased in the past five years. This is especially applicable to teachers of Home Economics and Agriculture. The Home Economics and the Agronomist are a vital cog in our educational system. The following articles of the opportunities for young people in these fields should appeal to all. The article on Agronomy is a reprint from Vocational Trends. Miss Walsh, the author of Discovered—a Certainty in an Uncertain World, has had experience with both State Departments of Education and the U. S. Office of Education in the Home Economics Education Service. After taking her undergraduate work at Iowa State Teachers College, she returned there to teach, later teaching at the Stout Institute, Colorado State College and Florida State College for Women. Having seen girls from all sections of the nation profit from training in Home Economics, we feel that she is truly qualified to present her article.



FEW would deny that we are living in highly critical and uncertain times. To youth and to those whose responsibility it is to counsel with youth, the setting up of specific goals and the making of long-time plans may appear at first glance not only futile but impossible.

Even fewer, however, would deny that the overwhelming majority of women find their most satisfying fulfillment in home and family life. For many women marriage and homemaking offer the happiest way of life; statistics show, for example, that most home economists marry. Inevitably unmarried "career women" still depend for much of their personal happiness upon some form of home and family life. In a chaotic world of change, stable and sustaining home life becomes of paramount importance. Even in the most uncertain of futures, any education is certain to pay rich dividends that clarifies and enriches women's understanding of and skill in their role in family life. A home economics major in a college education is perhaps the most direct and effective way of attaining such a goal.

Advantages of Home Economics

In addition to offering a college woman a

rich background for making a home, a major in home economics offers a great variety of ways of earning a living during the interim between graduation and marriage. Moreover, a professional worker in home economics daily increases her interest, knowledge and skills in home concerns and in the art of human relations. To wifehood and motherhood she is able to contribute these enriched personal and social values. If at any time after marriage she cares to resume her professional employment, her homemaking experience rates as a distinct asset to her.

During the first few years of employment, young college graduates can often earn more in teaching than in other occupations. Even though in the case of home economists the average period of teaching before marriage may be brief, young teachers have excellent opportunities for rapid promotion on the lower and intermediate levels of professional advancement. After marriage, nearly all home economics teachers prefer to devote full time to homemaking and community affairs. The war, however, has kept many married women in schools since they were temporarily unable to establish or maintain homes. A general exodus of wives and fiancées from home economics classrooms into their own



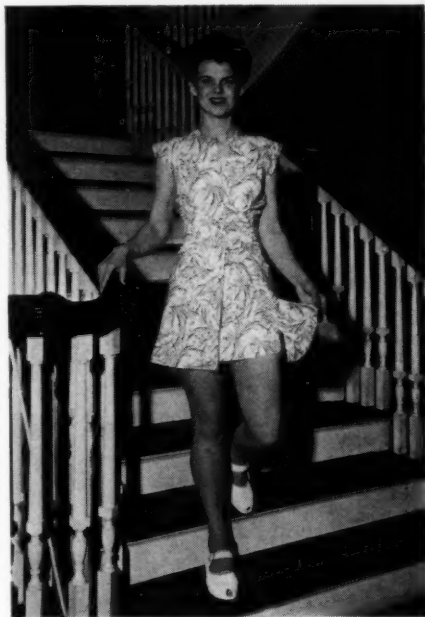
COOKING IS FUN WHEN YOU KNOW HOW TO DEVELOP A CAKE RECIPE IN SIX MINUTES.

homes is fully expected at the close of hostilities.

Two other well substantiated facts tend to make this problem of replacement still more acute. First, there is a recognized need and an increasing demand for more home economics offerings for girls and boys in the schools of the nation. Second, the number of young women who are preparing to become teachers of home economics has recently been on the decrease. Both men and women leaders in education have characterized the resulting situation as "one of the most serious problems of postwar education" and "an impending crisis for which totally inadequate preparations are now being made."

Obviously, then, the study of home economics merits thoughtful consideration by any young woman attending college in the next few years. Every day throughout her life she would use the understandings, abilities and appreciations that she would gain from such study. And no matter how the tides of battle may turn, there seems every reason to believe that promising positions will be open in this field of critical shortages.

High school graduates are expected to spend approximately eight semesters in preparing to become teachers of home economics. As a war measure some institutions of higher learning are offering an accelerated program of three semesters each year. Surveys, however, indicate that after the emergency most college students will prefer to utilize their summers for paid employment, for additional experiences to further develop homemaking skills and interests, and for rest and recreation. Anyone contemplating choice of a college would do well to make sure that the home economics offerings and facilities are adequate for learning the various aspects of home economics taught in the modern high school. She should also determine if the institution is fully



STUDENTS DESIGN AND CONSTRUCT THEIR OWN WARDROBES.

approved by the State Department of Education for the acceptable preparation and certification of home economics teachers.

Preparation

What kind of an education does a "major in home economics" afford? College and university catalogs indicate considerable variety in the specific details, but a general pattern of curriculum that is fairly uniform. A large part of the four years of study is spent on subjects selected from the College of Liberal Arts. These are not, however, "cafeteria offerings," but a carefully chosen sequence of those disciplines that promise to contribute most to the personal and professional goals of a home economist. Selections are from the natural and biological sciences, the social sciences, English, and the Humanities. These serve not only as a sound foundation on which to build home economics courses, but also as



A STUDENT OBSERVES SMALL CHILDREN AT PLAY AT THE CHILD DEVELOPMENT LABORATORY.

a basis for a young woman to develop a rich and satisfying life as a person and as a citizen, if full advantage is taken of her studies.

On the college level courses in home economics, too, are taught for their liberalizing values as well as for their scientific and technical emphases. The aspects most frequently studied are nutrition, health and home nursing; the selection, preparation and service of foods; textiles, design and construction of clothing; housing and the selection, arrangement and renovation of home furnishings and equipment; home management, family relationships and child development. Laboratory work or some other opportunity for putting theory into realistic practice is incorporated into most of the courses.

The periods spent in the home management house and the child development laboratory frequently lead in popularity. Almost invariably polls of alumnae indicate a desire that these two experiences might be expanded still further. Students, while studying child care and training, find observation and guidance of children in a nursery school a most illuminating and delightful experience. In some home

management houses, an infant or small child is a member of the family group. In all houses, a few students live with an instructor for a period of four to nine weeks and put into increasingly skillful practice the principles of management learned in their various courses in home economics.

A still smaller proportion of the four years of study is devoted to the professional courses which are designed to prepare a student to teach successfully. The number and type of these courses are determined by state certification requirements which vary in different states. Psychology (with strong emphasis upon mental hygiene), principles and techniques of teaching, and actual practice in teaching are common aspects of study. This student teaching is another experience for which alumnae and school officials are demanding more extended time. After students have had some observation and participation in the campus laboratory school, they are more and more often moving to communities away from the campus for a few weeks. There they work, play and live the life of a typical teacher under skilled guidance.



HOSPITALITY IS PART OF GRACIOUS LIVING AT THE HOME MANAGEMENT HOUSE.

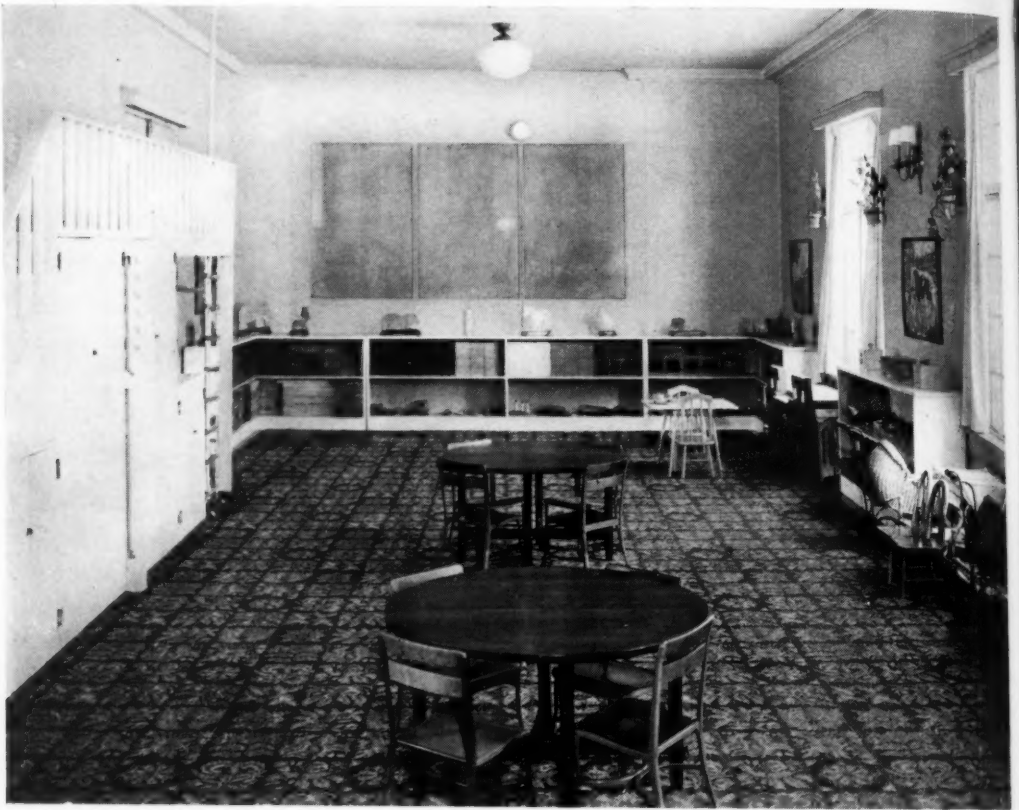
To enjoy the social and cultural advantages of college, to gain a liberal education, to prepare for a life work, and to meet certification requirements for teachers—all in four years—is rather a large order. Consequently, time for elective courses may be rather limited. Most students of home economics manage to provide for developing their special aptitudes and interests in several ways. Each according to her own interest may participate in the all-college organizations—athletic, religious, literary, dramatic, musical. Oftentimes the alert, creative individual gains rich returns from summer experiences in responsible homemaking and child care, in guidance of youth groups, in leadership of community activities, or in challenging paid employment. During the undergraduate period a student may carry a heavier-than-average schedule or add an occasional summer session of study. After some experience in teaching, post-graduate or graduate study proves enjoyable as well as helpful to professional advancement.

Is Home Economics for You?

What *kind* of a person makes a successful

teacher of home economics? Research has not established the answer. Wide observation and some studies would seem to suggest the same kind of a person who makes a happy homemaker. She is usually interested in and generously responsive to the pleasures and problems of human beings. She has a more than average faith in family life and a high respect for the value of women's services in her home. She manages the tangible and intangible resources of a home economics department or of a home with increasing wisdom. She has developed a safety minimum of homemaking skills with a creative flair for at least one aspect that will provide security and enduring satisfaction for herself as a person.

These attributes are important because home economics teaching is so largely concerned with intimate and warmly human life problems. Appreciations are more frequently caught than taught. The question may be raised, "But doesn't she *teach* anything?" Certainly she teaches a wide range of subject matter at each school level. Moreover, the nature of the class projects forces the teacher of home economics to evaluate far more real-



INTERIOR OF CHILD DEVELOPMENT LABORATORY—UNIVERSITY OF ILLINOIS AT URBANA.

istically than do some public school teachers the results of her teaching. That may be because the public does not hesitate to evaluate the garment constructed, the meal served, the grooming habits changed, the child cared for by a high school girl. It is rather more hesitant about passing judgment on that same girl's knowledge of irregular French verbs or her competency in American history.

It is this very commonness of interests with other folk in the community that makes the teaching of home economics fun! With the variety of classroom projects there is rarely a dull moment either for the instructor or for the girls (and often boys) whom she is teaching. No "big stick" is needed here—interest is too keen! No ivory tower loneliness can

trouble a teacher who visits homes, helps youth and adults to understand each other, and plays an active part in the life of a community. Even though a young teacher's period of service before marriage may be short, her results in terms of human competence and happiness may be amazingly magnified through the countless other lives and homes that her pupils may influence.

And so, may we repeat, home economics is a "natural" for the great majority of women interested in a home. And for some years to come the future promises a position to every qualified candidate in the field of home economics teaching. Voila! A reasonable certainty in an uncertain world!

SCIENTISTS OF THE SOIL

Young People with a Bent Toward Farming and with Natural Curiosity May Find a Career in Agronomy

IF you like farming but have a real yen for the mysteries of science, too, you'll want to know about a job field that combines both. It's the science of crop production and soil management—known to agriculturists as agronomy. It offers the job satisfaction of farming and the added excitement and challenge of scientific research.

Agronomists are interested in finding out all there is to know about plants and soil so that they may help the farmer improve his crops in quantity and quality. They are soil chemists, soil physicists, plant breeders, and plant physiologists. In other words, they're workers in any and every science that can make a contribution to farming.

Crop Improvement

Take tomato production, for instance. Nationally speaking, it had never been very profitable because much of the tomato crop land was infested with a wilt-fungus which spoiled the plant. But agronomists got busy and developed a plant more resistant to this particular fungus. The result is a tomato that's a cross between one of our American varieties and a plant from Peru. It bears the appropriate and glamorous name of Pan American.

Corn may be corn, but there are ways of improving it, too. Already the success of hybrid seed corn is well known to farmers, for in 1942 alone it bettered the previous year's production by 455,728,000 bushels. Because of this fine record, 9 out of 10 acres in the corn belt are now planted with hybrid seed that has been developed through the experiments of our agronomists.

Sugar beet seed has also been developed by these scientists of the soil. The war cut off

our European source of supply and made it necessary to find a seed suitable to the climate and soil of the United States.

Good crops need good soil. That often means there is a need for improving the soil, a problem farmers have always faced. But agronomists found an answer in the use of commercial fertilizer and lime, practically unknown twenty-five years ago. They tried it at experimental stations and at agricultural schools and met with such success that soon fertilizer came into popular use among farmers.

Profits from fair prices! That's what the farmer wants and that's what the agronomist hopes to help him achieve by improving the efficiency of production. Careful soil surveys and charts of the particular crops suited to each type of soil have saved many farmers from unprofitable use of their land.

Research to be Done

But there's more work ahead! There's a need for improving the type and nutritional value of our crops, increasing the vitamin and mineral content of our food, and extending the variety of our crops.

Another unsolved problem is that of saving the hay crop during excessive rain at harvest time. Hay lies rotting in the fields then because we don't know what to do with it. The rain can't be controlled, but perhaps agronomists can find the solution to the problem in grass silage, artificial drying, or barn curing.

CORN CROP THREATENED BY BORER! That's the sad news that both producers and consumers hate to hear. But it's the news that starts agronomists on their hunt for disease and pest resistant crops. The corn borer, for instance, causes untold trouble for the farmer

each year. Yet certain Central and South American types of corn are almost immune to it. Already scientists at the Research Center of the United States Department of Agriculture have them growing in their greenhouse at Beltsville, Maryland. They will be cross-breeding the seed with North American types in an attempt to find a plant that will resist both disease and pests.

But how do you become an agronomist? And where will you find a job when you are one? Well, agronomists are graduates of universities and colleges of agriculture, and most of them have a year or two of post-graduate work, also.

At some schools of agriculture you can take a major in agronomy. This means that you will probably spend the first two years on basic agricultural courses. Then in your junior and senior years you will study such special courses as forage crops, horticulture, agricultural engineering, and soil conservation.

To earn the right to be called an agronomist in certain schools, the student is required to take a year or more of post-graduate work. Such advanced or specialized training is almost always necessary to obtain a good position.

Jobs for Agronomists

These positions are often found in the Department of Agriculture and its many bureaus. Some of them are connected with the agricul-

tural experiment stations in the states, with the Soil Conservation Service, farm bureaus, agricultural schools, and with commercial seed companies. There's room in the field of pure-bred seed production for agronomists with training in cereal and forage crops, botanical relations, and seed production. Some trained agronomists return to the farm as farm managers or owners, and insurance companies offer others opportunities as appraisers of agricultural land and crops.

Salaries

Salaries, of course, will depend on the job. If you're with the federal government in the Soil Survey Division, the Soil and Fertilizer Division, or the Soil Conservation Service of the Department of Agriculture, your salary may range from \$2,000 to \$6,500 a year.

If you put your knowledge of agronomy to work as a farm manager or adviser, you can expect a salary of from \$2,000 to \$3,000 a year. The states usually pay salaries from \$1,200 to \$6,000 for soil scientists employed as laboratory or field assistants or teachers in agricultural colleges.

Big jobs wait for well-trained people in the field of agronomy. The postwar world will need more and better food to feed the starving and to make possible a higher standard of living. Professional recognition and a good living reward the young people who enter this age-old occupation, streamlined by modern science.



WE feel that it may be of interest to our readers to know that the National Roster of Scientific and Specialized Personnel, Washington 25, D. C., is presently engaged in the preparation of vocational guidance monographs for counseling services to be used by the War Manpower Commission, the Army, the Navy, and the schools and colleges in this country. Persons professionally qualified in the following fields may register with the National Roster: Accounting, Agricultural and Biological Sciences, Architecture and Planning, Languages, Management and Administration, Engineering and Chemical Sciences, Physical Sciences and Social Sciences.

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POSTWAR EDUCATIONAL USES OF ABANDONED ARMY CAMPS

By HENRY J. OTTO

Dr. Otto, graduate professor of elementary administration and curriculum, University of Texas, has served in previous years with Northwestern University and the W. K. Kellogg Foundation. He is well known as the author of "Elementary School Organization and Administration" and other professional books.

DISCUSSION of the topic of this article must proceed in the face of several unknowns. At this time no decisions have been made on the issue of universal military training after the war. Hence it is impossible to know how many or which of the existing army camps will not be needed for military training. At present no one can predict what the postwar national or regional employment situation will be. Future national or state policies and procedures for the care of youth in the realms of education, employment, and relief are unformulated. Neither can any statements be made with certainty about job opportunities for young people, social policy about the beginning age for gainful employment in industry and admission to membership in labor unions, or social policy regarding the beginning age for retirement from gainful employment. Certain predictions could be made in the light of trends during the prewar decade, but most of those trends were reversed during the war and few people would venture predictions as to postwar trends, except in a very general way.

The discussion of the topic must proceed in terms of certain assumptions. One assumption is that some of the existing army camps will not be needed by the army and will be abandoned and dismantled unless turned to other uses. Another assumption is that camps not needed by the Army should not be dismantled, at least not in their entirety even if large portions of their land area are resold for agricultural purposes, but should be used for educational purposes. A third assumption is that camping experience is a valuable part of children's education. These assumptions

raise several issues, the discussion of which constitutes the remainder of this article.

The educational uses of camps are numerous. Foremost among these uses of camps is the value of camping experience for all children of nearly all ages. Miss Plank has outlined the values of camping for children three to seven years of age.¹ Graham has described camping for older boys² and Loomis gave an interesting account of how a thirty-acre Ohio farm was turned into a farm camp in which nine children participated in raising all their own vegetables and fruit, their own milk, eggs, cheese, and meat; they wove their own wool and sewed many of the garments and house furnishings; they made furniture, remodeled buildings, and ground their own wheat into flour and cereal.³ Pittenger emphasized the physical development and work experience values of camping for older boys.⁴

The educational values of camping experience are well known to persons who themselves had camping experience during childhood or youth or who, as parents, have seen their own children benefit from camping. Unfortunately this insight into the educational values of camping is not as widespread as it should be among educators or the general public. It is estimated that only five per cent of children receive the benefits of camp life.⁵ On the positive side, however, is the rapid increase in the number of camps for children.

¹ Emma N. Plank, School Camp—An Experience in Good Living, *Childhood Education*, 20:267-70, 1944.

² Abbie Graham, Camps Meet the Emergency, *Parents Magazine*, 18:35 +, 1943.

³ Mildred Jensen Loomis, Farm Camp, Homestead Style, *Childhood Education*, 19:9-14, 1942.

⁴ A. O. Pittenger, School Camps: A Needed Postwar Development, *Curriculum Journal*, 14:215-18, 1943.

⁵ L. B. Sharp, Outside the Classroom, *The Educational Forum*, 7:361-8, 1943.

The latest national figures available are for 1930, but in that year there were 2,776 camps in the United States, 1,546 of which were private and 1,430 were owned by organizations such as the Boy Scouts, Girl Scouts, Campfire Girls, Y.M.C.A., and 4-H Clubs.

Leaders in the camping movement are shifting away from an exercise and recreation program to an educational view of camp life. Leaders in education are likewise seeing new potentialities in camping experiences for children. It gets the child into an entirely new environment, away from home, with new associates and under conditions wherein self-help, individual responsibility, and co-operative activity appear in new light and with new opportunity. Educationally and from a health and physical development standpoint, camps can make as large a contribution as schools.

In discussing the educational values of camping, special mention should be made of many ways in which camping can enrich the educational diet of children. This fact is brought to deeper realization as one contemplates the unusual educational development of especially the younger men who have entered the armed forces. Many high school principals have commented on the fact that high school juniors who left school to join the armed forces and, who after two years of training and service in various parts of the United States and foreign areas, have come back as mature persons. They no longer fit among the "giggling kids" of high school age. Perhaps, what actually happened, was that the educational diet of these boys was so enriched that it approached the optimum which youth can absorb and what these principals observed was nothing more than normal development under an optimum educational environment. It makes one question seriously whether or not the typical educational diet provided American children is not so meager as to enable children to achieve only a portion of their potential educational development. Even if

there are only small grains of truth in these speculations it still leaves considerable argument in favor of camping as one avenue for enriching the educational environment of all children.

A second important educational use of camps is in teacher education. Several institutions, including George Williams College, New York University, and the University of Michigan, have used camps for many years as laboratories for undergraduate training in counselling, camp craft, group leadership, and child psychology. Camps have also been used for the in-service professional development of teachers. No doubt the W. K. Kellogg Foundation of Battle Creek, Michigan, has had the broadest experience in using camps for the greatest variety of purposes. For a period of six or seven years, week-end encampments of teachers were held each fall. All the teachers of a county were invited to spend a two-day week-end at one of the Foundation's three camps. Outside speakers, local speakers, discussion groups, and recreation constituted the programs.⁶ At other times county schoolmasters' clubs held planning conferences of one or two days, rural teachers' clubs held meetings, state-wide educational, welfare, and camping conferences were held, individual teachers lived at camp with children for several days or even weeks, and during a two-year period teachers and their class group spent two or more weeks at camp.⁷ During several summers students preparing to become teachers were engaged as summer counsellors, and courses in child development were offered to teachers while they were serving as summer counsellors. In 1942 the American Association of Teachers Colleges held a two-week camping school for executives.⁸ Other organi-

⁶ Henry J. Otto, Educational Activities of the W. K. Kellogg Foundation, *Elementary School Journal*, 26:604-18, 1936.

⁷ H. B. Masters, A Community School Camp, *Elementary School Journal*, 41:756-47, 1941.

⁸ Described in *The School for Executives*, Washington: American Council on Education, 1942.

zations have found a similar as well as other ways to use camps for teacher education. There seems to be something inherent in living together, singing and playing together in the informal atmosphere of the out-of-doors, which develops acquaintanceships on an informal plane which in turn enhances morale, group spirit, and enthusiasm not easily obtainable in other situations. There is perhaps no better way to have teachers really know children than for all to live and work together in a camp situation.

A third educational use of camps lies in the field of lay education. Many organizations have used camps for educational activities for a variety of groups. For many years youth organizations have used their camps to train lay leaders. Camps situated on lakes have been used by the American Red Cross for training lifeguards and to give instruction in first aid. The W. K. Kellogg Foundation has

used its camps for one day, two-day, or one week institutes for dairymen, well-drillers, librarians and library assistants (since in rural areas most public librarians are without professional library training), school board members, school janitors, law-enforcement personnel, probation officers, city and community councils, ministers, Sunday school teachers, and parents. In the field of lay education the Foundation camps were used most extensively for parent education, institutes having been planned on a two-day and one week basis.

Work experience is another educational value attributed to camp life. It finds expression in the individual and group self-help tasks which campers perform in operating the camp and in doing things and making things for the on-going life of the camp. In some camps gardening, farming, lumbering, reforestation, handicrafts, and construction activities have

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been made integral phases of camp life. Work experience was a major item in the development of European labor camps and developed into an important consideration in the C.C.C. camps.⁹ Work experience in varied forms is possible in all camps. The larger projects, such as road construction, land reclamation, soil conservation, reforestation, and park development, are more difficult unless camps are mobile on a state-wide or regional basis.

Camps have also been used for more specific types of vocational training. Under the Defense Training Program the Michigan State Board of Control for Vocational Education rented an existing federal camp to provide ten-week courses for rural youth in such fields as auto and tractor mechanics, electricity, and general farm shop. At a nominal fee of one dollar per day for board, rural youths from all over the state were enrolled. Most of the boys who took advantage of the training came from rural areas in which there were no accessible high schools or where the high schools were too small to offer such courses. Some of the boys were older youth who had dropped out of school. Some of the army camps are specially equipped or could easily be equipped to offer courses in such fields as auto mechanics, farm shop, airplane motors, and the like. If operated by an agency of adequate scope, such camps could provide, on a state or regional basis, types of vocational training not otherwise accessible to youth in sparsely settled areas.

Another important use of camps is their role in solving children's special problems. For some reason camp life seems to be very potent in helping the maladjusted child and in bringing new responsibilities to those who have capacity for leadership. Practically every camp in the country has records of

dozens of cases which have overcome serious behavior idiosyncracies, assumed food allergies, and emotional complexes in less than three months of camp experience. A number of institutions such as Wayne University, the W. K. Kellogg Foundation, and the University of Michigan have experimented with camps as corrective centers for children with serious behavior difficulties. Some of this work has been done in cooperation with state and local welfare agencies and the juvenile courts.

A seventh use of camps is for recreation—recreation for all. Where camps are conveniently located they have been scheduled for use by families for week-ends or other short periods. In other instances certain days or evenings are set aside for designated groups, such as civic clubs, women's organizations, and farm groups. In Dowagiac, Michigan, the school board and the city council cooperated in sponsoring an organized daytime recreation program for children during the summer months, buses being used to drive the children back and forth each morning and evening.¹⁰

No doubt there are other educational uses which have been made of various camps. As further ingenuity is brought to bear on the problem many heretofore unthought of uses will appear. One use that has been explored by some writers is the enrichment of the regular school curriculum, especially in the fields of nature study, science, and social studies.¹¹ Camps which can be operated on a year-round basis hold possibilities in relation to the all-year school and the planning of children's education on a year-round basis.

Who shall operate the camps? This is a question which every school administrator, every school board, and many other citizens

⁹ See Kenneth Holland, *Youth in European Labor Camps*, Washington: American Council on Education, 1939; and Lewis L. Lorwin, *Youth Work Programs*, Washington: American Council on Education, 1941.

¹⁰ J. A. Lewis, Small School System Takes Over Community Recreation, *Nation's School*, 31:22-3, 1943.

¹¹ L. B. Sharp, Schools Go Out of Doors, *The School Executive*, 63:24-6, 1944; and R. M. Fleming, Nature Activities in Nebraska's Camps, *Recreation*, 36:349-50, 1942.

will ask at once. Frankly, at present, there does not seem to be a national policy on the issue. There is precedent for having them operated by local school boards, by counties, by state agencies, and by the federal government. In Cadillac, Michigan, the board of education has sponsored summer camp experiences for pupils and similar possibilities have been considered by the school boards in New York City and Reading, Pennsylvania.¹² Other school systems in all parts of the country have considered the potentiality of camping as an integral part of the public school program. Published accounts of camps operated by official county agencies are few in number, but there are many counties in the United States in which the agricultural extension agency owns and operates summer camps as part of the 4-H Club program. In some instances

two or more contiguous counties cooperate in the operation of the camp. Camping programs have also become an integral part of the activities of the Future Farmers of America in areas where camps were available. In both of these organizations the camping experiences have been used as an integral phase of the program for training rural leaders and for the promotion of worthwhile activities for rural youth. At the present time the more than 150 school districts (rural, village, and city) of Calhoun County, Michigan, are experimenting with a county-wide, year-round use of a camp for school-age children as an integral part of year-round educational planning for children. Various state agencies such as the state health department, the state board of control for vocational education, and the state conservation or park board have operated camps at different times for various purposes. Mention has already been made

¹²L. B. Sharp and E. B. Osborne, *Schools and Camping: A Review of Recent Developments*, *Progressive Education*, 17:236-41, 1940.

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of the camp operated by the Michigan State Board of Control for Vocational Education in connection with the defense training program. The federal government's participation in the operation of the C.C.C. camps and the related N.Y.A. resident centers is so well known that no further descriptive comment is necessary.

If the discussion at this point is restricted to the question as to who shall operate the abandoned army camps, a variety of considerations enter the picture. If they are to be operated by local, county, or state agencies, presumably, in this case, school systems, then location of the unneeded camps is of first importance. Presumably the camps could be utilized by local or county school systems only if the camps were nearby. A state agency could operate any camp within its domain. At present many of the camps are located near smaller towns. Small school systems could hardly finance or use advantageously the camps in their midst unless many districts cooperated in the venture. The larger cities which are better able to finance camping programs could probably take over without difficulty the camps near them. A state agency, preferably the state education department, could most readily take over any or all available camps within its borders and then distribute their use in such a way that all interested school systems could have equitable use of them. Although there are many unsolved problems associated with the ownership, maintenance, and operation of unneeded army camps by state or local school systems, the problems certainly are not insurmountable. It is primarily a question of whether enough vision regarding their use prevails and what decisions are to be made in the near future about the scope and character of provisions for the education of our children.

Of course, the simplest procedure would be for the federal government to retain ownership and operation of the camps. But that is

exactly the point at which major controversy prevails. Federal ownership and operation re-opens all the pro and con arguments about the C.C.C. program, except that one of the arguments in favor of federal operation becomes appreciably weakened. It is the argument that, under federal control, work projects could be undertaken on federal lands and national parks, or projects of an interstate nature. These types of projects imply a degree of mobility of the camp facilities not characteristic of present army installations. Admittedly, the army would abandon those of its newer camps which have the largest amount of temporary construction, and, admittedly many of the newer camps were built on a temporary basis, but each of those camps still has much of its construction (water, sewage, plumbing, and many instructional facilities) of a sufficiently permanent nature that the materials could not be re-used if moved. The net conclusion is that the present camps had better be used where they are.

The general issue of direct federal participation in education has been argued at length in journals of all kinds, in public forums, and in Congress and will not be reviewed here. As early as 1941 the Educational Policies Commission expressed its views very clearly to the effect that the C.C.C. and the N.Y.A. should be discontinued as separate agencies, that their functions as agencies of vocational training, general education, and guidance should be continued but transferred to state and local educational agencies, and that the services required of the federal government consist of (1) leadership, (2) financial aid, and (3) in times of unemployment, provision for employment on public works programs for youth who, having completed their vocational education, cannot be placed in regular jobs.¹³ It is not unreasonable to suppose that federal aid, either as special aid or as general aid to

¹³ *The Civilian Conservation Corps, The National Youth Administration, and The Public Schools*. Washington: Educational Policies Commission, 1941.

public education, could be made available to assist in financing camp programs operated as an integral phase of state, county, or local educational programs.

How may camps be secured? Presumably, the procedure for securing the use or ownership of abandoned army camps will follow the general lines set forth in the act passed by Congress in August, 1944 (H. R. 5125), to provide for the disposal of surplus government property and plants. On pages 44 and 45 of this act one finds the following statements: (1) "Surplus property that is appropriate for school, classroom, or other educational use may be transferred to the Federal Security Agency for donation to the states and their political subdivisions and tax-supported educational institutions, and . . . to other non-profit educational institutions which have been held exempt from taxation . . ." and (2) "Any surplus property may be sold or leased to states, political subdivisions thereof, including municipalities and conservation districts, tax-supported institutions, people's utility districts and cooperative, nonprofit, or limited dividend associations, the projects of which comply with the requirements of the Rural Electrification Act of 1936, and non-profit charitable, medical, and educational institutions which have been held exempt from taxation . . . at discounts not to exceed 50 per centum of the sale or lease market value thereof, as the case may be, or 50 per centum of the highest price offered by any private purchaser or lessee, whichever is lower: Provided, that other surplus property not immediately disposable for which the estimated cost of care and handling and disposition would exceed the estimated proceeds of commercial disposition, may be donated to states, political subdivisions thereof. . . ."¹⁴

On page 57 of the same act is found the following statement: "Before any real property

which was acquired for use as a military camp or cantonment is disposed of under the provisions of section 22 of this Act, an opportunity shall be afforded to the State in which such property is located and to its political subdivisions . . . to purchase or lease such real property for public uses at discounts not to exceed 50 per centum of the sale or lease market value thereof. . . ."

In reading the content of the Surplus Property Act of 1944 and the printed volume of bearings on the Act¹⁵ it is very evident that the members of Congress were especially concerned that surplus war property should be made easily and conveniently available to public bodies, and that the needs of schools were given special attention. There does not seem to be any legal obstacle to local, county, or state educational agencies having ready access to abandoned army camps if there is any desire to use them for public educational purposes. The primary question is whether educational leadership can envision their usefulness in the educational program and muster the necessary coordinated drive to secure use of the available camps. It would be illuminating but unwise at the moment to publish a spot map of the United States showing the location of army camps with symbols showing degrees of permanency of the camps so that

¹⁵Hearings Before the Committee on Expenditures in the Executive Departments, House of Representatives, Seventy-Eighth Congress, Second Session, on H.R. 5125. Washington: Government Printing Office, 1944.

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¹⁴In the final form in which the bill was passed the word "donated" was eliminated so that surplus property can be secured only by purchase or lease.

educational leaders could speculate more tangibly regarding potential uses of camp sites.

A final question relates to the problem of financing camp programs. If camps are operated by educational agencies for strictly educational purposes the operating costs may be thought of in four categories, namely, instruction, general administration and operation, room and board, and plant maintenance and repair. Under normal circumstances there should be little if any new instructional costs since regular teachers would go to camp with their pupils or a rotating normal pupil load could be assigned to teachers assigned to the camp. Added instructional costs would arise only if camp programs were sponsored during periods of the year during which the school normally had not provided educational services for children. General administration and operation would entail added expense. Each camp should probably have a resident director trained in education and in camp management who would carry over-all responsibilities similar to those of a principal. He should probably have the full time assistance of a general maintenance man who would also serve as general caretaker. A full time trained and experienced cook would also be needed. Most of the work of operating the camp would be done by the campers but the above minimum full time staff would seem essential. The number of full time employees would vary with the size of the camp. In private camps in which children are housed in cottages accommodating from eight to twelve persons each, there is usually one counsellor for each six to twelve children. If in school camps additional counsellors were needed it might be possible to get volunteer service from parents and older youths.

At prewar prices the per-camper cost of food was about fifty cents per day. No figures are available on the cost of laundry, bedding, towels, and such other articles as would belong to the camp. In some cases camps have asked each camper to bring his own sheets, pillow cases, and towels. Parents may be expected to take care of laundering the children's personal clothing. Under normal conditions school camps could expect parents to pay for board and room, with service clubs and welfare agencies assisting with the indigent cases. As long as federal aid prevails for school lunch programs, such aid could be applied to meals at camp. The writer has never seen published cost figures on camp maintenance and repair. Such data from private camps would not be a good index since they are more likely to hire such work done whereas in a school camp much of such work could be done by campers as part of the educational and work experience program. In general, the maintenance and repair costs of school camps should be less than for school buildings.

Whether or not schools stride ahead in the development of camps as an integral part of the educational program will depend largely upon the vision that educational leaders, school boards, and parents have about the educational possibilities of camping experiences, the extent to which the people of this country are eager to provide a richer educational environment for their children on a year-round basis, and the extent to which the American public will seek democracy and international peace through enlightenment and humanization of its members. Certainly the availability of camps and the cost of their operation need not stand in the way.



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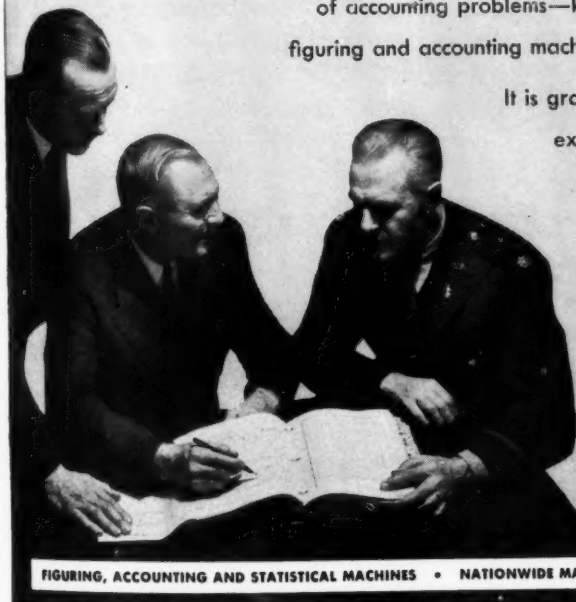
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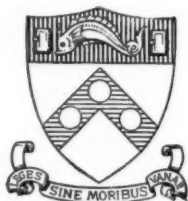
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VOCATIONAL GUIDANCE IN A LIBERAL ARTS COLLEGE FOR WOMEN

MARION T. WHITE (MRS. GEORGE CARY WHITE), *Director of Vocational Guidance, Randolph-Macon Woman's College, Lynchburg, Virginia*

Vocational Guidance is a field that is rapidly becoming an important cog in our educational wheel. Women are increasingly realizing the need for this guidance if they ever desire their rightful place in the business world. In the following article Mrs. George Cary White reveals the inner workings of a vocational guidance bureau in a Liberal Arts College for Women. Her discoveries may shed some light on this growing field.



THE need for vocational guidance in the liberal arts college for women is obviously a product of those long-range forces which, for a generation or more, have been reshaping our conceptions of the place of women in the world of business, industry and the professions. However, this need has been so sharpened by the war crisis that any discussion of the functions of vocational guidance must be undertaken against a background of the specific problems of post-college employment which face the undergraduate today.

Our more recent experience at Randolph-Macon Woman's College seems to indicate that the student is strongly vocation-minded even though her purposes are often unformed, her talents undiscovered and her interests latent. She is thinking in terms of a career, not just any job inspired by patriotism and nurtured by loneliness, but a bona-fide career.

The uncertainties of the period through which we are now passing have taught their lessons. The possibilities of tragedy and the family readjustments occasioned by the shift of responsibility from husband to wife and from father to mother seem to be the principal contributory factors to a growing awareness of the importance of careful vocational choice.

Almost without exception, the girls who seek the help of our office express a desire to

achieve some professional status with its implications of financial and occupational security. In an era when the requirement of degrees and certificates as prerequisites to employment are being waived in so many instances and when temporary employment is possible in many fields, it is quite amazing for the director of vocational guidance to be called upon in conference after conference for information concerning the long-range possibilities of the profession or occupation under consideration. "Is it something I can go back to if anything should happen?" is the question that is often asked.

Service Fields

Strongest current interest is manifest in service fields such as teaching, social work, public health nursing and occupational therapy, which will continue in the postwar and rehabilitation period to demand the contributions of trained workers. Sometimes the choice between an immediate emergency job and the service occupation for which she must spend one or several additional years in preparation presents a real problem to the girl anxious to make her immediate contribution to the war effort. However, the occupation for which further training is required is often chosen in the light of the patriotic considera-

tion that there will be an urgent need for trained workers after the war is won.

Marriage and Work

The foregoing implies no lack of interest in a marital future. The war has obviously removed our remaining taboo on the employment of married women. A survey of the last three graduating classes reveals that seventy-two percent of the girls who are married are holding some job. There is every indication that in the postwar period it will be quite the fashion for both husband and wife to be studying or working together. Perhaps new manuals will be composed, new customs of sharing responsibilities will emerge, new statistics will be drawn and new books written for this new fashion. The alternative to this would be discouraging, a generation of young people postponing marriage until husbands-to-be complete their education and professional training.

It is apparent, therefore, that increasingly heavier demands are being placed upon the vocational guidance office of the liberal arts college for women. The policies which in such a situation are pursued with these demands in mind must differ somewhat from the policies characteristic of the placement and guidance office in the university or the technical school.

Purpose of Vocational Guidance

The fundamental philosophy and the curriculum content of the liberal arts college program indicate for the vocational guidance office a major emphasis upon guidance in occupational choices and in the planning of further preparation and a minor emphasis upon placement when narrowly conceived of as job-finding. For reasons that call for no defense in this context the liberal arts college does not pretend to equip its students for any wide range of specific occupations. Guidance in occupational choice involves for the liberal

arts college for women an educational program reaching students throughout their college experience and rendering them continuous help in the clarification of vocational ambitions and the formulation of plans for further study if such is necessary.

More frequently than not the student who visits the vocational office for the first time has quite vague ideas as to her vocational aims. Identification of purpose and determination of precise occupational interests involve, therefore, not one but a series of conferences with the vocational director in the process of which employment opportunities and their requirements are explored and personal aptitudes and preferences are analyzed. Obviously, when a choice has been carefully made, it is the function of the vocational director to render further assistance with the mapping of a program for post-graduate professional training, if such is indicated, or in the investigation of immediate job possibilities. Placement, therefore, plays its part, but the strictly educational services of the guidance office constitute the major part of its program. What is here implied is that the function of the office is something more than that of matching 130 seniors with as many jobs.

Methods of Vocational Guidance

Two major policies are suggested by the educational emphasis of the guidance program at Randolph-Macon Woman's College: student-faculty participation in its planning and execution and a four-year program in which a diversity of methods are employed to reach students at various levels in their college career.

A vocational guidance committee, composed of a student chairman, a representative from each of the four classes, and four faculty members, actively shares the responsibility for the program of the vocational guidance office. The committee meets at regular intervals and

functions in the shaping and carrying out of both immediate and long-range plans. The vocational office could not pursue its program of educational guidance without this relationship with the student body and the members of the academic staff.

Adaptation to Classification

The vocational guidance office seeks to serve the student throughout the four years of her college experience. It adapts its methods to what appear to be the common needs of freshmen, sophomores, juniors and seniors respectively as they mature in vocational interest and as they approach the time when vocational choices must be made. This adaptation of procedure to various class levels justifies the characterization of a four-year plan. However, the orientation of this plan with reference to the needs of a class group does not imply any rigidity in work with the individual

student whose needs are served with whatever devices seem to be indicated for the specific case.

There is sound educational philosophy behind the postponing of the choice of college major and minor until the sophomore year. Exposing the student to many subjects, most of them required and many of them entirely new, provides a rich background in the arts and sciences which unquestionably makes for a more intelligent choice of major interest. A similar policy lies behind the aim of vocational guidance for freshmen. The primary function of the vocational guidance office here is to help the student to become aware of the wide variety of occupational possibilities for college women in the world today and to encourage her to explore the mysteries of many of these. Dedicated to this purpose, for freshmen particularly, but for all those who seek vocational information, is the vocational guid-

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ance shelf in the college library. Each month the books, pamphlets, clippings, periodicals, monographic material and bulletins tell of a different occupational specialty.

The core of the vocational guidance program is the sophomore year. While it is true that the correlation of major subject to final choice of occupation is not as high in a liberal arts college as it is in a technical school, it nevertheless seems fitting that a fairly thorough survey of vocational possibilities and the corresponding relevance of various subject fields should precede the choice of major and minor in the sophomore year.

Early in this year students are given the opportunity to take a vocational interest or aptitude test. When these tests are used, it is extremely important to interpret just what such testing can and can not do, especially what it cannot do. There are girls who, because their roommates have made vocational choices, or because their parents feel that they should have made some decision, experience considerable pressure to take a stand. Such students might be prone to take test scores as gospel and decide upon a career without further investigation. It must be clearly explained that this type of testing is at the best a screening device, one factor to be considered along with many others.

Use of Aptitude Test

An anticipated outcome of the aptitude tests is the stimulation of the interest of the sophomore in the several or more occupations in which she appears to be most likely to make a satisfying contribution. Since it would be difficult to follow up adequately these emerging interests through individual conferences alone, it has seemed educationally sound to bring together small groups of sophomores to discuss the nature of the work, the requirements and the opportunities in various vocational fields. Students, therefore, who have shown

an aptitude for such a field as social work, are given an opportunity to meet in an informal conference group with the vocational director and a faculty member who has some familiarity with this particular field. A brief presentation of material is followed by ample opportunity for the asking of questions by the students. It is felt that the value of this procedure is to be seen not only in its time-saving features, but in the positive value of affording an opportunity for students together to explore a field of shared interest.

Preparatory Experience

The underlying policy for the junior year is based upon the feeling that the student has had in her preceding two years an opportunity for progressive exploration in the matter of vocational choice. As a freshman she has been encouraged to explore the available literature concerning a variety of fields. As a sophomore she has taken an aptitude test, participated in interest groups, has conferred with the vocational director and with her faculty advisors, has chosen her college major and minor and presumably has some tentative views as to her prospective vocation. However, before the student makes her final choice some actual work experience in the field of her probable interest or in some field related to it is strongly recommended. It is not always possible for the guidance office adequately to assist the student in arranging for such field experience. Limitations are imposed by the fact that the college does not have facilities for the supervision of field work and indeed has not offered technical training. On the other hand, the office does assist students in finding summer employment, either volunteer or paid, in the period between the junior and senior years and such temporary work is undertaken with the seriousness of permanent placement. Students register, apply and are interviewed for job possibilities. The

present need for workers in many areas makes this a much more fertile opportunity than it would be in normal times.

Students whose interests and aptitudes seem to be directing them to work in the social service fields are referred to the Social Service Committees of the campus Y.W.C.A. Through these committees they are assigned for volunteer work in the local social agencies. This has proved to be a valuable source of field experience and it is anticipated that there will be an expansion in this phase of the program at the junior level.

For the past two years a local department store has offered opportunities for work experience in selling, advertising and display to girls who are interested in merchandising as a career. These girls work from three to six hours a week for a nominal salary and have carried full responsibility for such projects as the decoration of one of the large street floor store windows and the planning and preparation of advertising for the school paper.

The final clarification of post-college ambitions is the task of the senior year and individual conferences represent the principal method of work at this level. Early in the term each senior is asked to complete a personnel blank in order to supplement the material already on file. This blank is fairly comprehensive; it includes faculty references and is confidential. Since this form is submitted early in the school year, much of the work subsequently undertaken with or in behalf of seniors is planned with reference to the information available in these statements. Seniors frequently seek conferences with the vocational guidance director soon after the personnel blanks have been distributed and these often become a basis for interviews. The indicated interests of seniors suggest ideas for vocational assemblies and programs. In terms of the specific needs of the seniors the director checks her files of college catalogs and job-informational material.

Post Graduate Work

For the students who expect to do graduate work the vocational guidance officer undertakes to make available the necessary information which will assist the student in making a choice in the light of her particular interests and preferences. A conference with the student's major professor is always a part of this procedure.

Students who desire immediate employment after graduation are offered such assistance in specific placement as the resources of the office permit. Assistance is also rendered in methods of applying for positions, composing vitas and preparing for interviews.

In order to assist seniors in the choice of professional schools and in the search for immediate placement after graduation the vocational guidance office maintains its contacts with the business, industrial and professional world. For several years the college has been included in the itinerary of the representatives of corporations, public agencies and training and graduate schools. Such visitors are welcomed to the campus to interview fourth year students, to address vocational assemblies and to meet with smaller conference groups of underclassmen as well as seniors. During the past and present year students have learned in this fashion about employment opportunities and training requirements in such occupational fields as aeronautics, insurance, library work, religious education, teaching, social work, occupational therapy, nursing, Red Cross work, recreation, industrial chemistry, merchandising, government service, secretarial work and other war services for women.

The occupational needs of a world at war have brought changes in emphasis to this program of guidance in vocational choice. However, the underlying principles have appeared to be educationally sound and vocationally practicable and best adapted to meet the occupational needs of a world at peace.

OPPORTUNITIES AND REQUIREMENTS FOR CAREERS IN AIR TRANSPORTATION

Due to the large response which we received upon our article last month "An Airlines Future for You," by Miss Alice Hunziker, of American Airlines, Incorporated, we are presenting the following requirements as compiled by Dr. Harry E. Stone at West Virginia University.

1. The large airlines offer a wide variety of opportunities for employment. Every large airport has its flight dispatcher, its director of communications and its office and mechanical staffs. Every airline must employ pilots, meteorologists, auditors and accountants, stewardesses and a host of other employees, including instrument mechanics, radio maintenance men, stock clerks, service mechanics, radio telephone operators, secretaries, stenographers, etc.

2. Many airlines offer short courses for the training of reservation clerks and ticket agents. Living expenses are paid by the company. The courses deal with air transportation history and give training for the specific work of the agent. With experience, ticket office agents become travel experts. A pleasing personality and good appearance with at least two years of college training or its equivalent in experience in business or the armed forces is desirable.

3. Since meteorology is a branch of physics, college training in physics is fundamental. Physical geography or physiography is important because physical contours of the country affect weather conditions and the meteorologist must study atmospheric conditions and forecast the weather. Advanced mathematics and engineering are also required.

4. For work in the accounting and finance departments of airlines, commercial law, bookkeeping, accounting, mathematics, psychology and economics and business administration courses are recommended.

5. The airlines employ transportation salesmen. They visit prospective travelers and

shippers, acquaint them with the services and help them to plan their trips or to arrange for air shipment of their commodities. They also lecture and show motion pictures before business, civic and other groups. During the war they explain priorities to civilians and assist military personnel to arrange travel and fastest routings.

6. The airlines employ publicity managers. They prepare stories about air transportation for newspapers and magazines. The advertising for airlines is generally handled by one of the large advertising agencies or with its assistance. Each large airline has its advertising manager with a small staff of copy writers, clerks, secretaries, etc.

7. College training in public speaking, psychology and salesmanship is recommended for those who enter sales work, advertising, publicity and other positions requiring contact with people. This includes the positions as reservation agents, ticket agents and clerks, pilots, directors of communications, etc.

8. Since the efficiency of air transportation depends to a large extent upon the flight dispatcher's knowledge, experience and judgment, he must possess an airline dispatcher certificate obtained by passing a written examination given by the C.A.A. This covers air-traffic rules, characteristics of aircraft, the knowledge and dissemination of weather information, air navigation facilities, etc. He will benefit by the study of aeronautics, geography, mathematics, physics, chemistry, applied psychology, meteorology, mechanical and freehand drawing and business administration. The large companies will give him some instruction as to his studies. His is a very responsible position, since the lives of

passengers and the safety of cargo are at stake.

9. The stewardess or hostess must be unmarried. She must qualify as to certain physical requirements. Some companies hire only those between 21 and 28 years of age, weighing from 100 to 125 pounds and from 5' to 5'6" in height. Perfect health, a good personality and ability to deal with young and old, whether sick or well, are required. Nurses' training, first aid, home economics, psychology, English, public speaking, sociology, foreign languages, music and art are all recommended as preliminary studies for one who aims to become an airline hostess.

10. In 1926 airplanes on domestic airlines carried almost 6,000 passengers and flew more than 4,000,000 miles. In 1930 they carried more than 42,000 passengers on the international services and 375,000 on domestic routes. The number of miles flown increased to 31,000,000. In 1941 the airlines flew almost 150,000,000 miles on domestic and international routes.

11. On December 7, 1941, the airlines became an integral part of the war effort. During this war the domestic companies have extended their routes to every front of the global war. It is predicted that passenger planes carrying 100 passengers will be operated during the post-war period. There will

be opportunity for tens of thousands of young people in a wide variety of callings related to this rapidly expanding field of work. The importance of foreign languages to the aviation industry is indicated by the recent publication of an aviation dictionary in nine languages. This indicates the increased emphasis now being placed upon the global aspects of the use of flight. It also shows how the leading languages of the modern world are taking on new and practical meaning and importance.

12. The personnel department of a large airline company includes a Director of Personnel or Personnel Manager and the following assistants: Assistant Manager, Branch Managers, Employment Supervisors, Interviewers, Record Clerks, Filing Clerks and Stenographers. Those who interview applicants for positions, or employees, must understand the operating policies of the company, its employment standards, working conditions, wages and hours, and have a basic knowledge of psychology, sociology, economics, contemporary social history and legislation applying to employment. Specialized study of courses in personnel management, time and motion study, tests and measurements, business administration and public speaking are of value to personnel workers. A respect for scientific methods of analysis, an objective personal attitude toward problems and a sympathetic

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understanding of people are also prerequisites for success.

13. "As long ago as 1933 the German Minister of Education issued a decree calling attention to "the importance of cultivating and promoting air-mindedness in schools and universities." It was not until 1942 that a similar effort was undertaken in the United States. It would be a grave reflection, not only upon our national spirit of progress but on our right to world leadership, if this nation, which gave birth to the airplane and nurtured its development, should of all nations of the earth, lag behind others in putting it to use as an instrument of trade and for the preservation of peace. The task of bringing the youth of the nation to full consciousness of what the airplane may mean lies with our educators and our educational institutions."

Jack Frye, President, Transcontinental & Western Air, Inc.

14. Some of the great airlines offer free home study courses in a variety of aviation subjects with free textbooks and lesson materials, to all employees. For many positions training is given after employment at special training centers. Part-time in-service training courses during working hours without loss of pay are also given.

15. Among the leading airlines in America are: American Airlines, Inc., Transcontinental & Western Air, Inc., United Air Lines, Pan American Airways System and Pennsylvania Central Airlines.

"Global war has swept mankind into a new age, a three dimensional age of the air." An Educational Guide in *Air Transportation*, Transcontinental & Western Air, Inc.—1944.

H. RAYMOND MASON

It was with deep regret that we learned of the death of Mr. H. Raymond Mason at his home in Harrisburg on February 21. Mr. Mason was director of the United States Employment Service in Pennsylvania and assistant State director of the War Manpower Commission.

A first lieutenant in the infantry in World War I, he served as manager of the trade and industrial bureau of Pittsburgh Chamber of Commerce and secretary of Greensburg Chamber of Commerce before entering government service in 1933.

Mr. Mason has been a member of the executive board of The Association of School and College Placement since May 1, 1940.

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PROBLEMS OF GUIDANCE OF RURAL YOUTH



HOWARD A. DAWSON, *Director of Rural Service, National Education Association, Washington, D. C.*

As Director of the Division of Rural Service in the National Education Association Howard A. Dawson represents the interests of rural teachers and rural schools in the national headquarters of the organized teaching profession.

Prior to coming to the National Education Association Dr. Dawson had been a rural teacher and a superintendent of rural schools in Arkansas. He received his degree of doctor of philosophy at George Peabody College for Teachers in 1926. From that date to 1934 he served as director of research for the Arkansas State Board of Education. In 1934 he went to the United States Office of Education as consultant to the Commissioner of Education in school finance and administration. In 1935 he went to the National Education Association as assistant director of the Research Division and six months later took over his present position.

Other educational experience of Dr. Dawson has been in college and university teaching and in educational survey work. He has served as professor or lecturer in the summer sessions of the University of Florida, University of Arkansas, Arkansas State Teachers College, Pennsylvania State College, George Peabody College for Teachers, and the University of California. He has served as a member of the School Survey Commission of Laurens County, South Carolina; director of the Survey of Finance for the Little Rock, Arkansas, Board of Education; director of the Educational Survey of Mercer County, West Virginia; associate director of the Survey of Denton, Texas, Independent School District; director of the Study of the Financial and Administrative Needs of the Public Schools of Arkansas; consultant in the National Study of School Finance; consultant to the Kentucky Education Commission; and member of the National Conference on the Emergency in School Finance, 1933.

Dr. Dawson is perhaps best known for his work in the field of the reorganization of local school units in rural areas. His book, entitled "Satisfactory Local School Units," is recognized as the foremost authoritative work in this field. His other interests are in School Finance and Statistics.

Dr. Dawson also serves as secretary to the Legislative Commission of the National Education Association and in this capacity is largely responsible for the legislative work of the Association through the National Congress, especially in the field of Federal aid for education. He is a nationally known authority in this field.

The following article gives us some idea of the problems confronting our rural education system and some suggestions as to how these problems may be solved.

THE rural youth of the United States constitutes not quite half of all the youth of the nation. Of all rural youth about 53 percent lives in the open country and about 47 percent in villages of 2500 population or less. In areas where schools are properly organized a large majority of the youth from the open country are in school with the village youth. In fact, it is worthy of note that half or more of the youth attending village high schools come from the surrounding farms. To all practical purposes the guidance problems of the rural farm and rural non-farm youth are much alike.

A very important consideration in furnishing proper guidance of rural youth is the fact that in the most largely rural areas of the country about half of the rural youth will mi-

grate to the urban and industrial centers. This situation occurs because the birth rates in rural areas are usually far in excess of those required to maintain a stable population, while the birth rates in cities are far less than those required to maintain themselves. Thus, the rural high schools have the job of furnishing training and guidance for young people who will remain in rural areas and also for those who will become adult citizens and producers in urban life. It can easily be seen that the job of training, guidance and placement of rural young people is more complicated than the same job for urban young people.

One of the chief concerns of teachers and guidance specialists serving rural and village youth is setting the stage for proper personal-

ity adjustments, especially for those who are to migrate to the cities.

Survey of Interests and Problems

Surveys of the interests and problems of rural youth indicate what youth themselves think are the most important areas in which they need assistance. Practically all their interests can be classified in two fields: social-recreational and economic-vocational. More than nine-tenths of their expressed interests are in these two fields. Aesthetic, educational, civic, and religious activities constitute the remaining interests.

One survey of the interests of rural young men revealed that out of a list of thirty-six interests, finding a way to increase income, personality development, home beautification, learning more about etiquette and personal relationships, interests in religious questions, and recreational interests ranked in importance in the order named.

Among rural young women a similar survey revealed that financial and vocational problems are of greatest concern and making progress in school ranks third. They are interested in meeting with others of their own age group, especially in mixed groups to discuss topics which center around personal appearance, social etiquette, vocational and financial problems. They are most concerned with the following: (a) how to be well dressed,

(b) how to welcome a guest, (c) how to buy clothes, (d) how to make parties interesting, (e) what one should know about customs in public eating places, (f) how to be a successful hostess, (g) how to acquire personal charm, (h) how to care for ones clothes, (i) how to use color effectively, (j) how one should act in the presence of young men.

Most young men and women have fairly definite ideas of what they want to do, but very little idea of how they can find opportunities to get into their chosen fields of work.

Interest in Personal Development

Both the boys and girls are greatly interested in personal development. They want a wide variety of recreational opportunities and would like to be members of organizations composed of young people of their own age group, run by the young people and relatively free from adult interference or domination. Most of the rural families do not have many common family activities in which family members participate as a group. This condition indicates that much might be done for young people by directing the heads of families to pay more attention to and learning more about how to carry on activities for the whole family.

From 75 percent to 90 percent of the girls prefer marriage to a career but at the same time about half of them apparently are not

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interested in learning more about home-making.

Neither the young men nor the young women seem to have a very impelling interest in public questions and policies, indicating that they are more concerned with problems of immediate personal income and enjoyment.

General Interests and Problems of Rural Youth

The study of current conditions affecting the welfare of rural youth and studies of their interests and problems give some indication as to the kinds of programs which should be carried on by and for rural youth. Whatever the particular character of the programs adopted, certain general principles should be observed by those who would be of greatest service to youth.

In the first place it should be realized that young adults are no longer children, that they want to do things for themselves, solve their own problems and follow leaders from their own age group. For the most part adults can be of greatest service by providing guidance and training and by creating facilities and opportunities for young people to occupy their time, improve their talents, and solve their own problems.

In the next place young people's organizations must cover larger areas than customary communities. Young people desire larger numbers and a greater variety of contacts than small communities of the past are able to provide.

The third principle to be observed is that many of the most vital programs for rural youth will consist of informal training in the cultural arts: music, dramatics, pageantry, debating, handicrafts and discussion groups not associated with formal schooling, although the school may be the agency through which such opportunities are made available.

A fourth principle to be observed is that a

variety of advisers are needed for various specific activities. Such advisers can probably best be provided by community advisory committees made up of such persons as regular teachers and principals, professional guidance personnel, vocational teachers, agriculture extension agents, representatives of the ministers, representatives of successful farmers, one or more successful homemakers, and a prominent business or professional person.

The fifth important principle is that multiplicity of organizations and programs is neither desirable nor practicable. It will not be possible to have all of the well-known organizations in operation in every community. Only a sufficient number to enlist the co-operation of all the community's young people is needed. It is usually better to expand a program of a few organizations so as to incorporate more interests than to create new organizations. Under the leadership of an advisory council rural young people can co-ordinate and expand the work of their organizations to avoid duplications of efforts.

The Rural Youth in an Urban Community

The personality and mental adjustment problems of rural youth going to the city probably arise out of the following conditions which also confront city youth but perhaps to a much lesser degree:

(a) *Overstimulation* from continuous association with other people, radio, movies, hurry, noise and bustle of the city, and running by the clock to meet routine schedules.

(b) *Economic insecurity* arising chiefly from worry over a job, (especially in peace time) unsatisfactory housing, and lack of spending money.

(c) *Feeling of being personally uprooted* arising from the change of rural environment where everybody knows everybody else to the city where life is anonymous. Breaking away from family traditions and seeking new friendships are occasions for emotional disturbances.

(d) *Competition* which is much more urgent and compelling in the urban environment than in the rural. Many youth are condemned in advance to repeated failure and to situations of recognized inferiority.

No permanent improvement can be made in the problems of youth arising from some of these situations until the conditions causing them are removed. In other cases much can be done by parents, guidance counsellors, teachers, social workers, and employers to equip and fortify youth to meet these situations. Guidance in this field will do much to reduce the maladjustments to which so many young persons are subject.

Suggestions for Guidance

How to provide guidance and placement services for rural youth is a pressing question. A few suggestions seem to be pertinent.

All teachers need to become acquainted with

and practiced in the essential guidance techniques. In essence good teaching involves good guidance.

Where schools are large enough, one or more guidance and placement specialists should be employed on a full-time basis.

For smaller schools co-operative plans for the employment of a guidance and placement specialist by two schools or more should be put into operation. In many instances the county can well become the unit for furnishing needed guidance services from a specialist in that field.

It also seems desirable that the United States Employment Service reestablish the guidance services it began before the war. Such services should be highly decentralized and special effort should be made to reach rural youth. Such services should be highly co-ordinated with the work of the public schools.



FINDING SALES TALENT IN YOUR FACTORY

EUREKA Vacuum Cleaner Company is uncovering postwar sales talent—for which so many manufacturers are hunting now—in its factories. Of course, many former salesmen have gone into factories for various reasons, and these men are naturally being uncovered. But, in addition, as has always been the case, there are many men behind factory benches with latent sales talent. Eureka is developing both types by promoting "After Hours" School. Sessions are held in evening. Company pays for dinner. Total of 10 classes has been scheduled. First two classes are devoted to history of Eureka, war activities, and postwar plans. Next five sessions cover fundamentals of salesmanship. Product and engineering plans are covered in eighth session; sales and advertising plans in ninth; final session covers distribution, etc.

—Gray Matter 9/44

POST-WAR PLANS FOR VOCATIONAL EDUCATION

A SYMPOSIUM

Post-war plans for vocational education is a subject that is not only foremost in our minds, but is also a subject that is constantly changing. Some of the problems which seemed paramount six months ago, have now solved themselves. In May, 1944, the Association made a survey of the schools and published the results of their findings. We have just made another canvass in the same schools and herewith present the most recent plans and findings.

DISTRICT OF COLUMBIA

C. W. HOLMES

Assistant Superintendent of Schools

OBVIOUSLY at present it is not possible to foretell how many veterans will feel like returning to high school either to complete their courses leading to a diploma or to take specialized work fitting them for profitable employment in industry. It seems likely that the number who will return for diplomas will be comparatively few and will present no serious problem in meeting their needs. It should be taken for granted that all school systems will make reasonable provisions for their advantageous return to school.

The main questions which will need to be solved in their case are these: (1) what kinds of vocational courses will the high schools be likely to be called upon to offer; (2) will modern machines and other equipment necessary for their adequate instruction be available; (3) will competent personnel to instruct in the fields or trades agreed upon to be offered be available; (4) will the courses be short-term or long-term; (5) will the financing of such courses rest solely upon the school systems or will it be shared by the government as a part of its caring for returned veterans; (6) what will be the relationship of the Veterans Bureau and the United States Office of Education to the problem of adequate guidance and the postwar education of veterans?

We must remember that the Army, Navy, and Marine Corps have established a very large number of specialist's schools, through

which countless numbers of young men and women will have passed by the close of the war—schools whose thoroughness and scope of instruction may conceivably have been the equal of, if not in many cases superior to, those afforded by public or private high schools. *Men and women who have been through such schools will need little or no additional instruction to enable them to adapt themselves to civilian pursuits.* At the most the public schools will need to do for them will be to offer refresher or adaptation courses. *Industry will doubtless want to do much in training itself as it converts its plants and machinery from a war-time to a peace-time basis.*

Probably the largest single group of workers needing additional training will be those who are *only part-trained now*—those whose skill consists of mastery of only one small phase of a particular job specifically relating to the war effort. When the war pressure is off, many of these workers will find the market for their specialized training gone; and they will either have to receive much more training to become really skilled workers in employable fields or be retrained in different fields.

We shall continue our regular program of training for students in our high and vocational schools. Certain shops closed because of the taking of the teaching personnel in the armed services will be reopened. Night classes will be continued as at present, but more classes will be thrown open in the shops to those desiring to begin instruction in trade

fields; during the war we have limited membership in certain types of classes to those already engaged in work of a special kind and who have a desire to *up-grade* themselves therein.

Every senior high school has two counselors and each junior high school one counselor. Staff meetings keep these persons informed as to job trends. A central placement bureau operated by the Board of Education, working in close co-operation with the United States Employment Service, places in their first jobs all public-school pupils dropping out of school or graduating.

The District of Columbia already has a part-time co-operative work program whereby senior students in business subjects may spend one-half a day in school and the other half in supervised employment, receiving the prevailing hourly wages for the positions held. A student working fifteen hours a week received one credit per semester, and a student working twenty-two hours a week one and a half credits per semester toward graduation. Businessmen are eager for the extension of this program because of its proved worth, but we are making haste slowly because we do not wish to undertake more placements than our co-ordinators can adequately supervise.

VIRGINIA

WALTER S. NEWMAN
*Assistant Superintendent of Instruction
Virginia*

THE war and its resulting maladjustments have very vividly called to our attention the fact that our *secondary schools have not provided*, either in scope or in intensity, the type of vocational training needed for either war or peace times. Before any real program to meet post-war conditions can be outlined it is essential that we approach such a study both from the basis of the individual differences and needs of pupils and the demands of industry and business.

In line with this approach it is essential that a proper program of guidance be instituted in the elementary and secondary schools. We are thinking of an *over-all guidance program* in plain language in terms of more individual instruction and smaller classes, in order that the teachers, both in the upper grades of the elementary schools and on the secondary level, have sufficient time to study each child, and by using available information and techniques, do a better job of assisting the student in choosing the right type of training

program and in making optimum progress towards his chosen objective.

In connection with this guidance program we have developed a *youth clinic* in the City

1787



1945

In 1787 Franklin and Marshall was chartered as an educational institution dedicated to "the preservation of the principles of the Christian religion and of our republican form of government."

In 1945, with a full curriculum for civilian students and a Navy V-12 unit of officer candidates, we are still

Training Men for Service in
Church — State
Community — World

FRANKLIN & MARSHALL COLLEGE
Lancaster, Pennsylvania

of Richmond, which has been in operation for three years and has justified its existence many times. This is a very practical project and the counsellors are continually trying out techniques discovered in trips to other guidance centers throughout the Nation and retaining those that seem to have the greatest opportunity of practical application. Every summer we are bringing into this guidance clinic a group of high school principals who are spending from two to three weeks participating in the work of the clinic in all of its details. These men then begin the job of developing a guidance program in their own schools and are assisted throughout the year by visits from the counsellors in the Richmond clinic. This clinic is located in the office of the United States Employment Service, and therefore the closest kind of a tie-up is maintained between guidance, training and placement.

We have in this state a number of small high schools, and if we attack the problem of vocational training in its entirety it appears it is impossible for these smaller schools to operate in a functional manner, and therefore plans are being made as rapidly as possible for *further consolidation of secondary schools*, in order that truly comprehensive high schools may be developed in all of the rural counties in the state. It is rather apparent that general shop and industrial arts must play a greater part in these comprehensive high schools and they must offer vocational training in agriculture, in homemaking, and in some of the less specialized fields of trades and industrial education. The majority of these schools must also offer training in distributive education.

Surveys indicate that the number of part-time farmers are increasing and that also there is a decided scarcity of mechanics of various kinds in the rural areas. It appears also that more and more women who are homemakers are accepting part-time employ-

ment in various vocations. All of these factors must be kept in mind and will influence the vocational offerings in agriculture, homemaking, distributive occupations, and trades and industry.

In order to take care of the returning veterans, and at the same time offer vocational training of a more intensive nature than is possible in the comprehensive high school, the State of Virginia has under advisement a plan for the establishment of *regional vocational schools*. At the present time it appears that in the main these should be set up on the post-high school level and should have two major functions. First, instruction for high school graduates for from one to two years of the technical institute type, in order that the training program for minor executives in industry may be developed on a functional basis. This would include the training of foremen, overseers, section men, quartermen, supervisors, inspectors, and so on. Second, each of these regional schools should specialize in some particular trade in order to give intensive, thorough, general all-around training in their chosen field for high school graduates, or in some few exceptions for seniors in high school.

The setup of *the regional trade school must be elastic enough* also to take care of the needs, on a short-time basis, of *refresher courses* for veterans returning to their old jobs, as well as for the rehabilitation of persons injured in industrial pursuits.

It seems to us that the type of setup we are contemplating will be of such a nature as to guard against the training of too many people in the several trades, and at the same time, because of the organization, will permit us to work closely with both State and Federal Employment Services.

The present training classes in agriculture for young farmers, and for returning service men, will have to be continued and increased.

This also applies to the adult classes in home-making, and there is no real reason why, if conditions demand it, that the splendid work being done with adults in distributive education cannot be increased, and if necessary some vocational offering along these lines can be tied in with the regional trade school.

As indicated in the opening part of this statement, Virginia has not had a well developed program in vocational education, and it seems to us the best tactics in post-war times would be to set up in the comprehensive high schools adequate educational programs offering basic training, and in some cases this would be terminal training in some trades not requiring too much specialization or long-time training. This program would meet the

needs of both adults and young people in school and the same idea is employed in the regional trade school, which would be open to both high school graduates or seniors, as well as persons desiring up-graded training.

The Governor has recommended \$2,200,000 as an initial appropriation *towards the establishment of regional trade schools and for the expansion of plants and facilities in vocational education.* This recommendation will be acted upon favorably by the *Legislature now in session* and will be a stimulus towards the working out of a fairly adequate program of vocational education, or at least to the extent of permitting us to proceed firmly but conscientiously in trying to solve the problem of adjustment in the post-war period.

LOS ANGELES

MAURICE G. BLAIR

*Director of Secondary Curriculum Section
Los Angeles City Schools, February 17, 1944*

IN looking forward to the problems and practices in education in the post-war world, it appears probable to many of us in the Los Angeles City Schools that the activities which we are *carrying on today constitute the best preparation in building a firm foundation for education after victory.* It is to be expected that the post-war world will be

education; we must always *go forward* to solve new problems as we meet them. The post-war world will be vastly different and yet an environment vastly different from that of any past decade. We are *never going back* in human nature seems to have remained relatively unchanged, at least through those few thousands of years revealed to us by history. Our experience in training boys and girls as well as men and women under the many stresses and strains of wartime adjustment is pre-

Philadelphia Electric Company

BUY U. S. WAR STAMPS AND BONDS

paring us now for the post-war problems of tomorrow.

During the past two years the Los Angeles City Schools have emphasized military guidance and training of both boys and girls in basic skills for essential occupation. Every young man, subject to induction, *has selected and received training* in a military specialty in line with his *vocational choice* for a life work. Many of the pre-induction courses thus have functioned in a dual capacity. Thousands of boys and girls have been going to school four hours a day and working another four hours in war industries. Experience with the problems of these boys and girls has resulted in the *improvement of many of our guidance procedures* and has given us a wider acquaintance with the possibilities of vocational adjustment under trying conditions.

After the war it seems probable that four types of individuals will challenge our educational philosophy and facilities; these are:

1. The first demands which must be met by our resourcefulness are those which will come from members of the *Armed Forces who require rehabilitation*. The wounded and maimed, either in body or mind, must receive first consideration.

2. Consideration must be given next to members of the Armed Forces who need *re-training, but, who happily, will not require rehabilitation*. Many of these will have been away from their old jobs for so long that they will have lost interest in returning to them. Others will have developed new skills while in the Armed Forces and will look to us to help them build these new skills into new life occupations.

3. Probably the largest of all groups will come from those *whose first and only working experience has been in war industries*. Trained and skilled along very narrow and specialized lines of work, practically all of

these must broaden their post-war training if they plan to remain gainfully employed. Hundreds of thousands of workers in the war industries probably will return to their homes after the war and have no further interest in employment, but literally millions of others will look to the public schools to re-train them for successful post-war participation. This retraining must go on in the schools at the same time that the war industries are re-tooling for civilian production.

4. Many men will return from the Armed Forces *to complete their education*. Some of these will be those whose education was interrupted by war services. Many others, however, who thought they had completed their education and who never expected to enter a classroom again, have found that their experience in the Armed Forces has brought about a change in mind and in heart. Never in the history of the world has there been a war so significantly dependent upon training. Many letters received by the Superintendent's Office indicate that men who had definitely quit school now are inquiring as to arrangements for securing their high school diplomas and, in many instances, continuing on to college after the war.

These are the four main areas which probably will confront the schools after the war. It is perhaps too early to predict how these programs should be financed or the exact procedures to be followed. The answers to many questions will change depending upon the length of the war, the extent to which industry may re-tool for civilian production before the end of the war, and the possible outcome of the war as victory may be won first in Europe and later in Japan, or perhaps almost simultaneously in both theatres.

Competent teaching always is desirable teaching. Speeded up by current educational developments, we can confidently expect that our teachers will be as successful in meeting

post-war demands as they have been during the past two years in adjusting our educational program for the all-out war effort.

It appears evident *that the public schools will be a logical area in which to set up programs to meet the problems of post-war training.* They have the plants, equipment, trained personnel, and experience which would be valuable in the post-war situation. As far as can be predicted at the present time, perhaps the most significant change in educational practice will be a much greater emphasis on vocational guidance in the post-war situation. Those returning from the Armed

Forces and asking for additional training will be mature and seasoned adults. They will wish to see as clearly as possible into the future, to weigh the relative merits and disadvantages of occupations carefully, and to choose an occupation in which they will have the greatest probability of being successful, so that they can take their place in the great democracy which they are fighting to protect. Perhaps these problems of guidance will prove a more difficult problem than will be encountered merely in setting up courses of study and providing classrooms and teachers.

ALABAMA

V. J. DOUGLASS

*Director, Vocational Education,
Birmingham, Alabama*

WAR-TIME training experiences have taught us many things that should be considered in planning post-war vocational training. To mention just a few: *Adequate finances* for supplies and materials; The development of *job sheets, manuals and instructional aids*; The drafting of really good mechanics or craftsmen from industry, etc. Of these we will discuss here only the question of adequate supplies.

In discussing the question of *adequate supplies*, at least one other question is involved which has also been affected by the war. It is the question of the *objective* for which the training is organized. We have learned, for instance, that a shaper operator (Machine shop) can be trained to do accurate production work on his machine in a remarkably short time, provided conditions are good. It is not necessary to "get out on a limb" by saying how long or how short, but most teachers, supervisors, directors and industrialists will agree that, considering the

skill acquired, the time has in most cases been remarkably short.

At any rate, vocational education is going to have to do some explaining if it proposes to turn out merely a lathe operator at the conclusion of a two year vocational course. We are not saying that this is your or our objective but we would like to suggest that the *objective can be "hiked" considerably.* If you will take the time that you *now* consider adequate to train a machine tool operator, and multiply it by the number of machines in the machine shop, we believe that it will not equal the number of hours formerly allotted to this course. If this is found to be true, then should we not be justified in hoping to turn out something more than a versatile machine tool operator? Even this is more than most of us have had as an objective and we go so far down the scale as to say "we prepare the young man to enter industry on a favorable basis," whatever that means. The point is, of course, that whatever we did think we could or should do, this war experience has shown us that *we can do much more in the same period*

of time provided we can keep some of the other factors somewhat constant?

Assuming, therefore, that we are going to revise and keep up to date some of the many excellent manuals, films and instructional devices that additional funds have permitted us to develop, also assuming that available funds will permit us to obtain or retain master mechanics as instructors, we can continue to do the same type of work only if we have adequate funds for supplies and work materials.

It takes money to develop projects that

could be used in the other departments of the schools, such as small lathes, drill presses for the manual training shop, etc. Real jobs provide an incentive that will make a shop that is "piddling with screw driver handles" look as sick as it really is.

The per capita cost of Vocational education is admittedly high and the question is not "Can we afford these things?" but should be, "Can we afford to throw this large sum away by not providing the things that we know will make Vocational Training effective?"

LOUISIANA

M. S. ROBERTSON

*State Department of Education
Baton Rouge 4, Louisiana*

POSTWAR education will present Louisiana and other states a major problem in re-adjustment and re-adaptation of the educational offering. The experience of educators in co-operating with the War Department and civilian defense agencies in war training will prove a very valuable guide to formulation of policies and plans for postwar education. The Army and Navy training programs will also throw light on adaptations which should be made.

Education of Regular Day Students

Louisiana will probably convert her eleven-year school program to a twelve-year program. Vocational training will play an important part throughout the entire high school course. By way of preparation for these fields, some work will be done in the upper-elementary grades. In fact, it will be the purpose of those who guide the educational policies of this state to adapt all educational experience to individual and community needs and to draw on local resources

for materials of instruction whenever it is possible to do so. Vocational agriculture will be taught in the rural schools and extensive use will be made of the trade schools for training boys and girls for employment in trades. The extension of trade and agricultural schools should be done largely through the local school boards rather than through an extension of trade schools under the immediate direction of the State Board of Education and financed by state funds. Federal, state, and local agencies should support these schools; however, it is highly essential that they be maintained through parish (county) school boards and kept under the immediate direction of these local agencies.

Returning Veterans

The state will co-operate completely with the federal and local agencies in providing educational opportunities for returning veterans to fit them for peacetime occupations. All the educational resources of the state will aid in offering these educational opportunities. Young veterans who have not completed high school courses will be given the opportunity to attend the regular high schools. Those

on the college level will be encouraged to complete their college courses. However, many of these boys and girls will never return to the regular full-time high school or college courses. The ones who are on upper-elementary levels will not be willing to enter the elementary schools with small children. Louisiana should supply educational opportunities for these returning veterans in classes especially designed to fill their needs and to fit them for peacetime jobs and for community re-adjustment.

No doubt, the primary responsibility for the *rehabilitation* of veterans with service-connected disabilities will be a major responsibility of the Veterans' Administration. The Division of Vocational Rehabilitation of the State Department of Education has always co-operated with the Veterans' Administration in a program of help for the rehabilitation of army veterans. A state supervisor is employed in the State Department of Education with an assistant and a clerical staff. District supervisors are stationed at strategic points throughout the state in the offices of the United States Employment Service. While these supervisors work with civilians who need rehabilitation, they co-operate in planning and directing an educational program for the re-adjustment of veterans who need vocational rehabilitation. The job will challenge the best leadership of federal, state, and local agencies.

Postwar plans for rehabilitation will necessarily depend largely on employment trends and general employment conditions. It will be a matter largely of knowing where jobs are available and what training men and women must have in order to fill these jobs. In other words, a guidance problem will confront those who are responsible for the administration of the retraining program for those who need rehabilitation. It is expected that the federal government will aid materially in

financing the program. The same principles apply to the retraining of any veteran regardless of his physical condition. The chief difference between the training of the disabled veteran and the strong, healthy veteran lies in the fact that the latter can adapt himself to a wider range of employment possibilities, while the employment of the former must be confined to types of activities in which he can successfully compete.

In-Service Training

A chief field of retraining should be found in in-service activities. There should be close co-operation between educational agencies on one hand and the employment agencies and employers on the other. The experience of the war has taught us that great improvement in job performance can be made by *short in-service courses*. Louisiana hopes to adapt the in-service courses to the needs of the workers to fit them better for the jobs in which they are employed. Educational leaders, in co-operation with the employment agencies, should analyze the jobs to determine just what men and women will be required to do. Guidance directors, in co-operation with employment personnel, should serve as directing agencies to place men and women in the kinds of jobs for which their aptitudes seem to fit them. It should then be the responsibility of the local educational leaders, in co-operation with the employers, to plan and offer in-serv-

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ice educational opportunities which will make it possible for every worker to render a maximum service in the job to which he is assigned.

The coming of peace will present a great challenge to educators. The returning veterans will need training not only in the fields

of vocational service, but in the fields of citizenship, health, recreation, and complete adjustment. Education in Louisiana must adapt itself to the fulfillment of these needs. The extent to which educators respond to this challenge will measure the success of the post-war educational offering.

PENNSYLVANIA

PAUL L. CRESSMAN

Director, Bureau of Instruction

The Public Schools Serve

THE public schools in a democracy can make an effective contribution to the war effort. This has been demonstrated in many ways, among them being campaigns for Bond issues; scrap drives; better programs in health, physical education, mathematics, and science; better nutrition; and the use of the schools twenty-four hours of the day each day in the year.

The schools are not only planning but, in some degree, are rendering valuable service to the returned veterans, and in the retraining of men, now employed in industry, who will find it necessary to make occupational adjustments upon the cancellation of war contracts and in the other necessary post-war adjustments.

School Facilities Available

The secondary, adult, and vocational public school facilities represent an investment in billions of dollars. At no time in our history have the schools been better equipped than at the present time. The wartime training programs have provided additional training facilities and equipment valued at many millions of dollars. The schoolmen of America have a genuine desire to serve the public to the utmost of the public school facilities available.

Looking Ahead

Between World War I and World War II, the American public schools experienced a remarkable development in vocational education and adult education, and an increased secondary school enrollment six times the size that it was in 1916.

With the background and experience the public schools have had during this war period, it is safe to predict that, following this second World War, our schools anticipate marked improvement in their vocational and secondary school programs. There will also be closer coordination between governmental agencies and private industry in training and placement, and a greatly expanded program in adult education.

Vocational Training for Regular Day Students

During this war period approximately seven million men and women have been trained in War Production Training classes, in what is generally referred to as "occupational training," or "training for a specific operation." A great majority of these individuals were not given a broadly conceived vocational education preparation.

The public schools are now taking steps to do better what they have been doing for the past quarter of a century in training the youth in our high schools for a family of occupations, such as the machine trades, printing trades, woodworking trades, automotive trades, foods trades, agriculture, home eco-

nomics, distributive education, and other fields.

Training for adjustment and versatility, as well as skill, can be greatly enhanced for the individual if he is given a basic training in a family of occupations. As certain occupations become obsolete through technological development, adjustments can be made to another occupation in the same family of occupations, provided the individual has a broadly conceived basic training.

The regular day schools must select only those students who are both physically and mentally capable of profiting by vocational instruction. The schools must see to it that such programs are given in environments as nearly like the situations in which the students will find themselves in the work of the world. They must see to it that these students are placed into jobs for which they are trained, and arrange for follow-up and extension courses.

Returning Veterans

Not only has preparation been made for the training of returning veterans, but sizable numbers of them are now enrolled in our public secondary and vocational schools. They are pursuing courses of their own choice after being subjected to tests which indicate their ability to pursue these courses successfully. It is anticipated that in all of the larger centers of population, the enrollment of returning veterans will probably be numbered in the thousands.

Pennsylvania has two centers which offer batteries of diagnostic and prognostic tests not only for civilians but also for veterans. One of these is located in Philadelphia and the other in Pittsburgh. These testing programs are being conducted under the auspices of the public schools. The counselling units are being coordinated with the placement units of the local United States Employment Service and the Veterans' Administration.

At the present time the great majority of returning veterans are securing jobs in industry and business rather than seeking the opportunity of extending their training. When war contracts are cancelled, we may expect large numbers of these returned veterans to again enroll in the schools. It is only fitting and proper that they should be employed in industry at times such as these when manpower is in such great demand.

Our public schools are prepared to cooperate with the Veterans Administration and the United States Employment Service in helping to see that these men are properly placed following their training period.

In-Service Training Programs

Probably the greatest training program in the post-war period will be the retraining of the men and women in industry who will lose their wartime jobs upon the cancellation of war contracts. Approximately seven million of these men and women secured their jobs by enrolling in the public war training programs, and went directly from school to their wartime jobs.

Prior to the war, Pennsylvania had a State Retraining Program which at no time cost more than \$100.00 to train a man from a relief status and place him in gainful employment. At one time the relief cost in Pennsylvania was \$330.00 per individual, while the training cost, as indicated above, was less than \$100.00.

The Emergency Wartime Training Program was at one time as low as \$21.21 per student trained and placed. This low cost was due largely to the fact that the demand for men and women in industry was so great that this pre-employment training period had to be curtailed.

The public schools are prepared now, with millions of dollars worth of additional equipment, to accept students who wish to avail themselves of the opportunity to return to the public schools and learn a new occupation, or

to prepare themselves, through more complete training, for entrance into a trade or a family of occupations.

The public schools belong to the people. They stand ready to serve to the utmost of their capacity and ability.

MICHIGAN

DR. EUGENE B. ELLIOTT

Superintendent, Dept. of Public Instruction

SIGNIFICANT changes can be observed in post-war education in Michigan as the educational pattern unfolds. These changes have not come about automatically. For over two years we have had in operation in the state an educational study commission made up of leaders in agriculture, industry, labor, and education plus influential men from our legislative halls. This Commission released a preliminary report to the Governor just before our extraordinary session of the legislature. This being a special session, only the subjects mentioned in the Governor's call could receive legislative attention. The Governor's message included the following items affecting education:

- (a) Appropriations for the fiscal year beginning July 1, 1944.
- (b) Legislation directed to the youth problem in all its phases.
- (c) Creation of a \$5,000,000 fund for post-war planning, which included local school districts.
- (d) Adult education.

The legislature ended its session on February 19, after three weeks of deliberation. Several bills were passed which will have definite effect on post-war education in Michigan. There was an appropriation bill of \$50,000,000 to subsidize local public education. Another appropriation bill placed funds in the hands of the superintendent of public instruction to subsidize adult education programs in local areas. Another appropriation bill placed funds in the hands of the super-

intendent of public instruction to subsidize local districts in connection with a visiting teacher program. The term "visiting teacher" here refers to teachers who will deal specifically with special behavior problem children. Another act extended the compulsory school age one year in each direction, making the compulsory school age 6 to 16, and making it uniform for every type of school district. Another act places greater responsibility on the parents for the care of their children, and finally a new law permits school districts to establish and expand local funds for the establishment of nursery schools. Most of these changes were brought about upon the recommendation of our Education Study Commission. Other recommended changes were left for the regular session which will begin next January. Important among these changes is the recommendation that Michigan's intricate system of small districts be changed to enlarged community districts. The report recommends that the school district lines be coterminous with the area serviced by each village or city community center in the state disregarding other artificial boundary lines. This plan would give Michigan approximately 300 school districts with sufficient financial strength and sufficient enrollments to meet the changing and extended educational program in the post-war period.

The recent legislature also created an office of veterans' affairs to coordinate and facilitate services for all returning veterans. Michigan colleges already have well designed plans for the education of the returning veterans. There will be new credit and non-credit courses. Colleges and large school districts

alike are already arranging *counseling and guidance services* for these veterans. The *Vocational* Department is completing plans to maintain programs for retraining of war workers and has recommended the establishment of area vocational schools to be operated by existing boards of education in strategically located centers. The *Rehabilitation*

Division of the Vocational Department is now in the process of doubling its personnel in anticipation of increased demand for services for the veteran. *It is the belief in Michigan that schools will have a major role during the period of conversion from war to peace. Michigan educators are aware of the huge task which lies before them.*



NEWS FROM NATIONAL NURSING COUNCIL

COLLEGE educators throughout the country are giving new emphasis to nursing in their vocational guidance programs and many institutions of higher education are broadening and strengthening their curricula in order to provide adequate preparation for increasing numbers of women students who wish to prepare for professional nurse training.

Instructors in psychology, sociology and education, whose students are showing marked interest in psychiatric nursing, public health nursing and nurse education, were among the most earnest participants in faculty discussion groups, the counselors' report. The possibilities of careers in nurse education are also beginning to be realized by students and instructors in teachers colleges, and denominational institutions whose women graduates plan to work as missionaries are also becoming increasingly aware of the value of nurse training as preparation for the foreign field.

Current interest in nursing is cutting deeply into the pattern of collegiate education for women. Counselors' reports show that not only have several universities and senior colleges recently established schools or departments of nursing on the college campus, but that a comparatively large number are considering affiliation with nearby schools of nursing in order to set up combine four or five-year programs leading to a nursing diploma and an academic degree.

A tendency on the part of many of the ninety-four junior colleges visited to introduce pre-nursing courses into their curricula or to revise existing pre-nursing programs in order to meet up-to-date standards for pre-professional training, was also noted. Junior college educators are discovering that a liberal arts program with a wide range of academic courses is preferable to a rigidly prescribed course heavily weighted with science and deficient in sociology and psychology. Leading junior colleges in California, Missouri, New York and North Carolina are definitely basing their pre-nursing programs on the requirements of nearby university and collegiate schools of nursing and are thus becoming feeders for these schools which count on them for a number of students each year.

Furthermore, the tendency of certain terminal junior colleges to prepare for the local vocational market seems to be yielding to a wider vision of the whole field of nursing opportunity. Educators in states where the majority of schools of nursing lack adequate facilities for nursing education according to modern standards are beginning to seek opportunities for their graduates in schools outside state lines and to direct their preparation accordingly.

In colleges having broad liberal arts curricula, students interested in nursing are being directed into pre-medical, science and home economics courses and a number of better-equipped institutions are discussing the possibility of introducing definite pre-nursing programs. Students in teachers colleges are also seeking a new vocational outlet and it seems not unlikely that these colleges will take steps toward broadening their curricula to provide preparation for the would-be nurse as well as for the potential teacher.

College educators in all types of institutions have fully endorsed the college counseling program. Many have requested that this service be continued so that faculties may be kept in touch with developments in nurse education and succeeding generations of students made aware of the opportunities open to them in nursing. The nursing profession stands to gain, not only an increased number of better-prepared young women in its ranks, but the understanding support of educators in its endeavor to fill adequately the over-all nursing needs of a country at war and to expand and improve nursing service to meet anticipated post-war needs.

RE-EDUCATION OF EMPLOYEES FOR POSTWAR EMPLOYMENT

BEN BARNARD

Chief of Division of Training, War Manpower Commission

The following summary of the problem of re-education prepared by Mr. Ben Barnard, Chief of Division of Training, War Manpower Commission, gives the War Manpower Commission's report on the situation and the steps that have been taken by the government to solve the problem.

DURING the war period, tremendous emphasis has been placed upon training of workers at all levels. In 1940, the government provided a program to train engineers, supervisors, journeymen, and operators who would be needed by industry to re-arm the country quickly. Although the Smith-Hughes Law, passed in 1917, introduced vocational education into public schools, and engineering colleges were developing talent, these sources of skilled workers were nowhere sufficient to meet the needs.

During the depression, industry and millions of skilled artisans stagnated. The country was unprepared to maintain a large army. The first step was industrial mobilization and this was soon followed by military mobilization. Our army, navy, and air force, greatest this country has ever seen, could not be supported in the field today were it not for the vocational training authorized by Congress in 1940.

Since July 1, 1940, persons trained through government sponsorship number:

| | |
|-----------|------------------------------------|
| 5,879,452 | Pre-employment, upgrading training |
| 1,344,247 | Engineering, science, management |
| 1,875,262 | Food production for war |
| 772,750 | National Youth Administration |
| 1,550,009 | Training Within Industry Program |

Millions of others have been trained by the industries for which they work without aid from the training division of War Manpower Commission.

Retraining of employees for postwar em-

ployment is of greater magnitude than the training job now being done. In Southern California 1,400,000 will be seeking occupational readjustment (700,000 defense workers, 700,000 service men). The veterans will find industries where they used to work shut down or operating on reduced schedules. Women will remain in the labor market. Two million youth reach their eighteenth birthday each year, over half expecting to find employment upon completion of high school, and thousands more enter the labor market at sixteen through necessity. True; to offset this, marginal workers and older people will be retired to old-age pension rolls or to public charity.

Employment Problem of the Man Over 40

A survey conducted in Connecticut among men over 40 who found it difficult to obtain work indicated that these men had either served in the armed forces of the last war or had worked in war industries. Having learned no occupation during the World War I period which would have enabled them to secure themselves in the American economic pattern, they drifted from one type of work to another, with no semblance of economic security. We have now reached the stage in our prosecution of this war where effective plans will or will not be made to avoid a like repetition.

Employment Problem of Younger Workers

During the present war, industry has broken down the skilled crafts to an extent unknown in the previous war. This de-skilling of jobs has been encouraged so that

unskilled workers could be used with brief training. Job Instructor Training with its Time Table technique should be employed by management to far greater extent than it has been. Simple jobs are taught workers, their experience then being broadened through use of the Time Table so that any operation can be handled by several workers. This should lessen turn-over by reducing the monotony of work and by assuring the worker that his employer is interested in his growth as an employee of the company.

Youngsters in the armed forces had not undertaken training for their life-long work before being inducted, or such training had been interrupted by the call to arms. After the war, many of them will find return to school undesirable.

An aircraft official informed me that his company will probably have jobs for only its present supervisory force after its war contracts are cancelled, and will dismiss 90 per cent of its present employees. An optimistic factor, however, is that millions of Americans have been trained in occupations which have transfer possibilities in a peacetime economy. Industries which have suffered during the war loom large offering excellent postwar employment opportunities in chemistry, housing, transportation, household utilities, publications, and merchandising.

Tremendous blocs of purchasing power and unemployment insurance will provide a cushion during the conversion period so that a sharp postwar cessation in employment will not necessarily mean a cataclysmic recession as occurred in 1920-21.

Employers will, so far as possible under existing labor agreements, review their personnel files and retain the industrious workers. Training will again become the responsibility of the individual. Management will have learned the worth of supervisory training, however, and will undoubtedly continue such programs as introduced during the war.

Employers will again look to schools for skilled and semi-skilled workers, and the splendid relations built up during the war will, we hope, be continued so that vocational school training will be geared to meet the needs of industry.

Re-training

Employers should upgrade their present staff. They are not in support of this action though, because (1) the Employment Stabilization Plan enables an upgraded worker to change jobs if his employer has no need for him in a higher capacity; (2) the person who acquires a higher skill feels entitled to higher pay.

I believe that attitude is short-sighted and will lead to costlier labor turnover after the war. Competition will return and those establishments with well trained, loyal workers will be stronger than those who discharge present employees and seek skilled ones in the labor market. Granted, the latter will be able to replace present workers with some of higher skills, but turnover is expensive under any circumstances.

If management would undertake skill-upgrading programs now, the resources of training facilities could be utilized by returning soldiers and displaced workers. I repeat: the short-sightedness of management can have but one result—a *repetition of the disastrous experience of the last war*, after which millions failed to find permanent employment because they lacked a broad work experience during the war, or were unable to acquire this experience through lack of training facilities.

Any retraining program for the postwar period must be considered as part of a larger problem, *i.e.*, the pattern to be set for postwar America. Several questions must be considered:

1. To what extent will private industry be able to provide full-time employment?
2. Will pump-priming activities be neces-

sary to provide reasonably near full-time employment?

3. Should a large re-training program be provided unless such a program is integrated with needs of industry and enables people to become self-supporting in private industry?

There is wide-spread belief that American industry can provide full-time employment and that the answer to Question 2 is strongly negative. The answer to Question 3 is self-evident in that there will be a training program geared into the needs of industry. Foreign observers do not share this opinion, as an editorial in the *London News Chronicle* indicated:

"In Britain there is evidence of a new isolationism—not of the old splendid variety which was the product of narrow imperialism—but based on a fear of contagion, from the postwar American economic depression . . . In Britain . . . we think we know how full employment can be maintained; we are convinced the Americans do not. . . . We must protect ourselves from the repercussions of such instability."

A Retraining and Re-employment Administration was set up in the Office of War Mobilization by executive order of February 24. The new administration will direct activities of government agencies relating to retraining and re-employment of persons released from the armed forces or other war work. A survey of the assignments of existing agencies is already under way, including activities relating to jobs, vocational training, migration problems, and many others, all of which have a bearing on the No. 1 priority of the post-war period—getting us all back to work in peacetime enterprises.

Present legislation now provides funds to pay for the training and maintenance of disabled veterans. The pending G. I. Bill will provide similar services for veterans not qualifying under existing legislation. To implement legislation to retrain displaced war workers, Federal funds will be necessary to supplement existing vocational training facilities. Special education provision should be made for the training of 90,000 members of the colored race who have migrated to Southern California in the past two years, many of whom are below standard in educational achievements. Over the country at large are ten million illiterates and near-illiterates which the emergency period disclosed as having little or no adaptability in industry or in the forces. California's program providing \$100,000,000 for postwar public works might well be utilized to provide work experience for thousands of youth completing their formal education in order to utilize the skills learned in school. Finally, the U. S. Employment Service must be integrated with all training programs so that trainees upon completion of programs will be given an opportunity to work.

The inherent strength of this nation is predicated upon two factors: (1) The nation's resources, (2) The success with which we as a people make use of our environment in self-improvement and protection of our national group in competition with foreign powers. Any nation which permits its economic society to cause widespread distress and the inevitable disintegration of its citizenry may find itself at a serious disadvantage as future crises in the history of the world arise.



EDUCATION FOR AMERICAN CITIZENSHIP

A Presentation by the National Foundation for Education in American Citizenship

Edited by FRANKLIN L. BURDETTE

LOUIS ADAMIC, distinguished literary craftsman, has sent to the Foundation the following challenging statement of the present-day significance of the Constitution of the United States:

As the war begins to end and we approach the multiple problems of the postwar era, most of us pause a moment to take stock. We add up the things belonging to the kind of world we want; we also add up the items in our American equipment which will help us create that world.

One of our tools puts us a couple of jumps ahead of most other countries. We already have a Constitution suited to a full realization of democracy; almost all other countries have their democratic constitutions still to make. And, although 157 years of taking ours for granted have somewhat blurred its meaning to many for us, we have only to read it and think about what it says to find that meaning as clear and unmistakable as the day it was written.

The first three words of the Constitution of the United States are: We, the people. "We, the people" wrote down its provisions in the belief that they would lead to justice, liberty and domestic tranquillity. "We" knew that only through forming a more perfect union could we promote the general welfare. And it was "the general welfare" that "we, the people" were most interested in.

The Constitution and the Declaration of Independence belong together, since the former laid down a specific system and detailed methods for translating into fact the concept of human relations which had prompted the earlier document. The men who signed the

Declaration believed so firmly in certain things that to them those things were self-evident truths.

They believed that men are created equal; that life, liberty and the pursuit of happiness are rights belonging to every human being; that the purpose of government is to make sure those rights—and others—are not lessened or taken away. They believed that governmental powers should come from the consent of the governed, and that when a form of government no longer promotes inalienable rights, it is a further right of the people to alter or abolish it.

Under the Constitution, every citizen, native-born or naturalized, has a say in how the United States shall be run. Differences in sex, race, religion or geographical location shall not abridge or change or otherwise interfere with their "privileges or immunities." The document explicitly guarantees freedom of speech, press, worship, and peaceful assembly; rights not mentioned in it belong to the people.

Of course there are a lot of other provisions, but these are, with one exception, the basic ones. If certain aspects of American life are undemocratic, unjust, unhappy; if we permit or encourage fascistic tendencies; if we fail to modify existing institutions or methods which have lagged behind the 20th-century idea of human relations, the fault does not lie with the Constitution which, in perhaps its most farseeing section, provides for its own amendment by the people through their duly-elected representatives. No, the fault lies in us.

In this instrument, flexible as to ways and means, unyielding as to principles, America possesses a marvelous weapon as well as a promise and a talisman to guide us on the long and slow and at times discouraging march of men toward full development of individual

abilities. We recommend a careful perusal of the Constitution to every American who faces the postwar period determined that it shall be so constituted as to extend the freedom and equality in which he, like the Founding Fathers, deeply believes.

BOOK REVIEW

Industrial Management, by Knowles, Asa S., and Thompson, Robert D. Macmillan Company, New York, 1944. 791 pp. \$4.50.

This book is a valuable addition to the texts in the field of Industrial Management. It is copiously illustrated, contains some excellent problems, as well as many fine examples of management techniques. It is divided into six parts, as follows: (1) Introduction, (2) Management of Physical Property, (3) Organization of the Physical Plant, (4) Management of Manpower, (5) Production Control and (6) Cost Control.

While many readers will not agree with the details of chapter arrangement, organization and balance, it can nevertheless be said that the present arrangement serves a useful purpose in segregating material likely to be of value to special groups of students now employed in industry. For example, Part V dealing with Production Control is much more detailed than that found in most texts on Industrial Management.

This book has been written with "the hope that it will be useful to students of Industrial Management, whether they are actively engaged in the management of industrial enterprises or learning the fundamentals for the first time." In attempting to meet the needs of the former group the authors have devoted considerable space to management technique. There is always the danger that the person "learning the fundamentals for the first time" may become engrossed in the details and mistake the form for the substance. The writing of a book of this kind—catering as it does to two distinct groups is a difficult assignment. It requires compromises which tend to weaken the presentation to both groups. However, in view of difficulties under which the authors labored, I believe they have performed a creditable piece of work.

At the end of each part of the book there are sets of questions arranged by chapter to be used in connection with the study of the text. These questions generally are of the type which emphasize the memorization of the material in the text proper and not the thought-provoking types which one would expect to be used in most college and university management courses.

Following the questions at the end of each part are a series of problems relating to that part. In my opinion these problems are one of the strongest features of this text. In the hands of a skillful teacher

they can be used to teach students the proper approach to the solution of management problems as well as form the basis for a thought-provoking discussion on the subject matter of the chapters.

In addition to its generally excellent problems this book will be well received by teachers of management for the many carefully selected illustrations which it contains.

V. S. KARABASZ,

*Wharton School of Finance and Commerce,
University of Pennsylvania.*

The College and Teacher Education, by W. Earl Armstrong, Ernest V. Hollis, and Helen E. Davis. Prepared for the Commission on Teacher Education of the American Council on Education. 311 pages. \$2.50. November, 1944.

This book seeks to present a comprehensive view of the task of teacher education, with special emphasis on the interrelatedness of all aspects of the matter and on the resulting importance of group methods. In so doing it tries to convey the characteristic drive of the Commission's nationwide co-operative study. No attempt has been made to bring into focus all of the current issues in teacher education. The accent is on the grass roots—on what has, and what has not, worked in terms of quite specific conditions and actual situations.

After an introductory chapter on the origin of the Commission on Teacher Education and its program, the authors present and interpret what the associated colleges and universities did toward implementing programs of student personnel, general education, specialization in major fields, and professional education. They then devote a chapter to the recurring emphases of these several programs and provide additional material on the most important of them, student teaching. The remaining three chapters are given to joint efforts of school systems and colleges for the in-service education of teachers, to the subject of integration and the group approach, and to the authors' own final reflections and conclusions.

Review copies will be sent free of charge to the educational press on request. Please apply to Helen Seaton, American Council on Education, 744 Jackson Place, Washington 6, D. C.

Editorial Comment



ON January 19 and 20, 1945, a two day conference on EDUCATION FOR YOUTH AND ADULTS was held at Temple University. The three topics which were under discussion were "Education for What Kind of American Life," "What Progress Have We Made in Developing This Kind of Education," and "Problems Which Lie Ahead."

Those attending the Conference were greatly interested in the discussion groups that met between the luncheon and dinner programs on which the speakers appeared.

The principal speakers on the panel discussions were Dr. Walter C. Eels, Executive Secretary, American Association of Junior Colleges; Mr. Fred J. Kelly, Division of Higher Education, United States Office of Education; Dr. Ralph E. Turner, Professor of History, Yale University; Mr. James Marshall, Board of Education, Brooklyn, New York; Mrs. John A. McCarthy, Assistant State Commissioner of Education, State Department of Public Instruction, Trenton, New Jersey; and Dr. Howard Wilson, Professor of Education, Harvard University. The panel was conducted by Dr. Paul Cressman, Bureau of Instruction, Harrisburg, Pennsylvania.

The theme of the conference as expressed by its instigators, is very challenging. American education is in a period of transition. New demands, new techniques, new courses, a changed student body confront our secondary schools and colleges. What type of society is emerging in the United States out of the depression and war years? What sort of citizen will be fitted to take his place in this interdependent world of modern technology? How can our institutions of secondary and higher learning provide the experiences needed to produce adults who can build this new society in the American tradition?

At the luncheon meeting on Friday, Dr. Turner was outstanding in his contribution to the panel. Two points which he made have particular significance for us. In discussing "Education for What Kind of American Life," first consideration naturally was given to American Democracy. Dr. Turner's definition of democracy was "the right of the individual to participate in the making of decisions which affect our country and its inhabitants as a whole." He then emphasized the fact that there is a "new body of knowledge" coming to the fore; that is, knowledge for more people. The knowledge to which he refers is not the rhetoric, memorization or multiplication table that has dominated education in the past, but it is the ability and capacity to pass sound critical judgment. From the broader application of this knowledge, there will arise a sense of the interdependence of the individual upon the whole.

Several other interesting aspects of education for Democracy were discussed briefly. It was pointed out that education should be used to aid in the understanding of the diversity that must, by its very nature, exist in a democracy.

Speaking of the changes which will be most evident after the war, Dr. Eels stated there is a great possibility that junior college training or terminal education will be offered just as high school education is today, with the state and federal government contributing to their support.

The closing meeting of the Conference found the entire body of participants facing the post-war era with a new point of view, a feeling that perhaps our post-war educational system will be more rounded, more readily available to everyone, and above all, more aware of its purpose and objectives.



FACTS ABOUT WOMEN

BEFORE the war, less than one-quarter of the nation's workers were women. Women now make up one-third of the working force. The number of women engaged in the selling and administration of life insurance alone has increased by 13,000 since 1940. In that year, too, women bought only one-fifth of the life insurance policies sold, while today they purchase over one-third. Many of these wartime increases will be held. In the life insurance business these gains give us a preview of increased sales to women and greater opportunity for women in important, interesting work.



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